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| AUTHOR | Walraven, Catherine; And Others |
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ABSTRACT

These instructional materials consist of a series of curriculum worksheets that cover tasks to be mastered by students in health occupations cluster programs. Covered in the curriculum worksheets are diagnostic procedures; observing/recording/reporting/planning; safety; nutrition/elimination; hygiene/personal care/comfort; transport/transfer/positioning; exercies; therapeutic treatments; basic emergency measures; supplies/materials/equipment; and employability skills. Each curriculum worksheet contains a statement of the given task to be performed, a pretest, references and resources, student learning activities, teacher activities, listings of the tools and/or equipment as well as the conditions necessary for performance of the task, and criteria for evaluating student performance of the task. The individual activities call for student observation of procedures of health care personnel and hands-on experience assisting professionals in the execution of patient care procedures. (MN)

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The materials presented or reported herein were developed pursuant to a grant to Michigan State University, College of Agriculture and Natural Resources Education Institute (ANREI) from the Michigan State Board of Education, Vocational-Technical Education Service Area utilizing funds made available under the Federal Vocational Education Amendments of 1976 (P.L. 94-482). The opinions expressed herein do not necessarily reflect the policies and positions of the Michigan State Board of Education or the Michigan Department of Education, and no official endorsement should be inferred.

# INTRODUCTION

This curriculum was developed through a grant awarded to the Agriculture and Natural Resources Education Institute (ANREI), College of Agriculture and Natural Resources, Michigan State University by the Vocational-Technical Education Service of the Michigan Department of Education (V-TES/MDE). While development of the curriculum was the responsibility of ANREI, every attempt was made to involve people representing education and industry. The final curriculum is representative of the tasks health care workers perform on the job.

The credit for this curriculum belongs to (1) the V-TES/MDE consultant responsible for the respective program area; (2) a task force leader hired to do the major writing; (3) a task force of individuals from business, industry, and education who reviewed task statements, achievement indicators, and criteria statements; (4) a task force of individuals from education who wrote additional curriculum materials and pilot tested a sampling of completed curriculum; and (5) the project coordinator from ANREI. The names of these people are identified after this introduction.

The following describes the role of each of those credited above in developing the curriculum.

1. The V-TES/MDE curriculum consultant provided overall guidance for the project. This responsibility included nominating the task force leader, the task force members and working with ANREI staff to determine the direction for the final curriculum.

2. The task force leader was responsible for all the writing activities. This person drew upon their professional expertise and other resources to develop the curriculum.

3. Two task forces composed of representatives of education, business and industry, assisted in writing, reviewing and pilot testing of the curriculum and suggested appropriate changes. The final curriculum is the result of the close cooperation between the task force leader and the members of the task force. The curriculum represents as accurately as possible the activities of health care workers on their jobs in the world of work.

4. The project coordinator in ANREI was responsible for developing the format of the curriculum, working with the task force leaders to ensure the quality of the curriculum, as well as that the final curriculum was produced on schedule. The work of the project coordinator was made considerably easier because of the close collaboration of the V-TES/MDE curriculum consultants. This whole effort was a partnership and could not have been completed without this arrangement.

Finally, the secretaries and other support staff who typed and proofread the final product are always neglected. Without their assistance this effort would never have been completed.

It is intended by all those involved in the development of this curriculum that it always be used to provide relevant training for entry to the world of work. It is hoped that this curriculum is used to that end.

The following people developed this curriculum:

Task Force Leader: Catherine (Reezie) Walraven
6767 West "O" Avenue
Kalamazoo Valley Community College
Kalamazoo, MI 49009

V-TES Consultant: Luetisha Newby
Health Curriculum Consultant
Vocational-Technical Education Service
Michigan Department of Education
Box 30009
Lansing, MI 48909

## TASK FORCE I (Business, Industry & Education)

Diane Worthington
Livonia Career Center
8985 Newburg Road
Livonia, MI 48150

Merle Watts
Ethelene Jones Crockett
Vocational Center
501 Mack Avenue
Detroit, MI 48201

Cathy Calka
Taylor Career Center
9601 Westlake Road
Taylor, MI 48180

Marise Hussey
Career Preparation Center
12200 15 Mile Road
Sterling Heights, MI 48077

Margaret Bartolomei
Fraser High School
34270 Garfield
Fraser, MI 48026

Lorene Robinson
Ethelene Jones Crockett
Vocational Center
501 Mack Avenue
Detroit, MI 48201

Cheryl Ireland
East Detroit High School
15501 Couzens
East Detroit, MI 48021

Mary Lou Foxworth
Genesee Area Skill Center
G-5081 Torrey Road
Flint, MI 48507

Robert C. Brock
Romulus High School
9650 South Wayne Road
Romulus, MI 48174

John Fodell
Redford Union High School
17711 Kinloch
Redford, MI 48240

Maria Beauvais
Mt. Clemens General Hospital
Mt. Clemens, MI 48043

Yvonne Fleissner
Delta-Schoolcraft ISD
700 South 10th Street
Escanaba, MI 49829

## TASK FORCE II (Education)

Thelma G. J. Tate
Jackson Area Career Center
6800 Browns Lake Road
Jackson, MI 49201

Cathy Calka
Taylor Vocational Career Center
9601 Westlake Road
Taylor, MI 48180

Merle Watts
Ethelene Jones Crockett
Vocational Center
501 Mack Avenue
Detroit, MI 48201

Joyce Eaton
Ethelene Jones Crockett
Vocational Center
501 Mack Avenue
Detroit, MI 48201

Margaret Bartolomei
Fraser High School
34270 Garfield
Fraser, MI 48026

Margaret Furca
St. Clair County Skill Center
499 Range Road; POCS-1
Marysville, MI 48040

Bob Brock
Romulus High School
9650 S. Wayne Road
Romulus, MI 48174

Yvonne Fleissner
Delta-Schoolcraft ISD
810 N. Lincoln Road
Escanaba, MI 49829

Dolores Wilson
Avondale High School
2800 Waukegan
Auburn Heights, MI 48057

Project Coordinator: Chris M. Olson
Project Secretary: Carol Fosburg
100 Wills House
Michigan State University
East Lansing, MI 48824

For further information contact:

MSU Curriculum Resource Team
100 Wills House
Michigan State University
East Lansing, MI 48824
(517) 353-0661

or

Michigan Vocational-Technical
Education Service
Michigan Department of Education
Box 30009
Lansing, MI 48909
(517) 373-8626

# Curriculum Worksheet

Duty No. A
Task No. 1

**Duty** Performing Diagnostic Procedures

**Task** Measure a temperature using an appropriate measuring device to determine a client's body heat.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Washed hands before and after procedure - | ____ | ____ |
| 2. Assembled equipment - | ____ | ____ |
| 3. Identified client - | ____ | ____ |
| 4. Explained procedure for taking temperature to assure cooperation of client - | ____ | ____ |
| 5. Took temperature in prescribed manner - | ____ | ____ |
| 6. Cleaned and replaced equipment per institutional policy - | ____ | ____ |
| 7. Recorded temperature reading per institutional policy - | ____ | ____ |

## References & Resources

See Bibliography - #10 and #35

**DUTY/TASK NUMBER** A1

## Student Learning Activities

1. Read assigned resources and references for this task and attend a lecture/discussion about normal and abnormal body temperature.
2. View the audio-visual materials on how to measure a client's temperature.
3. Observe a demonstration of the task.
4. Read five thermometers with different temperature readings accurately.
5. Take temperature of another. Have him/her drink ice water and take his/her temperature again. Have him/her drink something hot and take his/her temperature again. Compare the readings.
6. Take the temperature of another student using a glass thermometer, an electronic thermometer, and heat sensitive tape and compare the readings.
7. Take the temperature of each member in your family.
8. Identify deviations from the normal temperature pattern.
9. Demonstrate the task satisfactorily to an evaluator.
10. Demonstrate proficiency on a quiz related to this task.

## Teacher Activities

1. Present a lecture on the importance and meaning of normal and abnormal body temperature.
2. Set up and present audio-visual material on how to take a temperature.
3. Demonstrate taking an oral and/or axillary temperature of another.
4. Demonstrate taking a rectal temperature on a "dummy".
5. Assemble different heat sensing devices as glass thermometers, electronic thermometers, heat sensitive tape. Have the students take temperature readings on one another using these materials and then discuss the results.
6. Evaluate a student's demonstration of the task using the achievement indicators as a guide.
7. Administer a quiz related to this task and evaluate the results.

**DUTY/TASK NUMBER** A1

| Tools and/or Equipment | Conditions |
|---|---|
| Glass oral thermometer<br>Glass rectal thermometer<br>Electronic thermometer and covers<br>Heat sensitive tape<br>Disinfectant solution and container<br>Plastic sheath for glass thermometer<br>Gauze or Kleenex<br>Plastic tray | Given a client whose temperature is to be taken. |

**Criteria** Competence in the task will be recognized when the temperature of a client is taken according to the guidelines of the institution and/or training program and the achievement indicators listed.

# Curriculum Worksheet

Duty No. A

Task No. 2

**Duty** Performing Diagnostic Procedures

**Task** Assess a radial, brachial, carotid, femoral and/or pedal artery pulse using appropriate timing device and knowledge of the cardiovascular system to determine the rate, rhythm and force of client's pulse.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Washed hands before and after procedure - | | |
| 2. Assembled equipment - | | |
| 3. Identified client - | | |
| 4. Explained procedure for taking pulse to assure the cooperation of the client - | | |
| 5. Took pulse in prescribed manner - | | |
| 6. Recorded/reported pulse per institutional policy - | | |

## References & Resources

See Bibliography - #10 and #35
TPR Filmstrip - Trainex

DUTY/TASK NUMBER A2

## Student Learning Activities

1. Read assigned reference materials and attend a lecture/discussion related to the task.
2. View filmstrip on taking pulses.
3. Observe demonstration by teacher on taking pulses.
4. Locate each pulse on self.
5. Locate each pulse on another student.
6. Count and record radial pulses on five different students. Have another count two of the pulses simultaneously to verify the accuracy of the reading.
7. Count and record pulses on same student:
    a. lying down
    b. sitting in chair
    c. after walking for two minutes
    d. after running in place for two minutes
8. Discuss with teacher rhythm and force of recorded pulses.
9. Practice taking pulses at each site on family member and record pulses.
10. Demonstrate proficiency on a quiz related to this task.
11. Demonstrate the task satisfactorily to an evaluator.

## Teacher Activities

1. Have filmstrip on task set-up.
2. Discuss the anatomy and physiology of the cardiovascular system that relates to pulse.
3. Demonstrate pulse sites on self and have students palpate the same pulse on themselves simultaneously.
4. Assign students to practice taking pulse on family members and to bring recorded pulses to class.
5. Check and verify at least one pulse for each student.
6. Administer a quiz related to this task and evaluate the results.
7. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

**DUTY/TASK NUMBER** A2

| Tools and/or Equipment | Conditions |
|---|---|
| Filmstrip on taking pulse and filmstrip equipment<br>Clock with second hand | Given a client needing an assessment of a radial, brachial, carotid, femoral and/or pedal pulse. |

**Criteria** Competence in the task will be recognized when the pulse rate of a client is obtained according to the guidelines of the training program or institution and the achievement indicators listed.

# Curriculum Worksheet

Duty No. A

Task No. 3

**Duty** Performing Diagnostic Procedures

**Task** Auscultate an apical pulse using an appropriate instrument and knowledge of the cardiovascular system to determine the rate and rhythm of a pulse.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Washed hands before and after procedure - | ____ | ____ |
| 2. Assembled equipment - | ____ | ____ |
| 3. Identified client - | ____ | ____ |
| 4. Explained procedure for apical pulse to assure cooperation of the client - | ____ | ____ |
| 5. Positioned/draped client for procedure - | ____ | ____ |
| 6. Took apical pulse in prescribed manner - | ____ | ____ |
| 7. Cleaned and replaced equipment per institutional policy - | ____ | ____ |
| 8. Recorded/reported pulse per institutional policy - | ____ | ____ |

## References & Resources

See Bibliography - #35

DUTY/TASK NUMBER A3

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned reference materials and attend a lecture/discussion related to the task.<br>2. Observe demonstration of the task.<br>3. Locate and count own apical pulse.<br>4. Count and record apical pulse for three different students.<br>5. Count an apical pulse on an individual with another to verify the count.<br>6. Demonstrate proficiency on a quiz related to this task.<br>7. Demonstrate the task satisfactorily to an evaluator. | 1. Discuss anatomy and physiology of the cardiovascular system associated with the apical pulse.<br>2. Discuss principles of the rate and rhythm of the apical pulse.<br>3. Demonstrate task to the students.<br>4. Re-check and verify recorded pulses.<br>5. Administer a quiz related to this task and evaluate the results.<br>6. Evaluate student's demonstration of the task using the achievement indicators as a guide. |

**DUTY/TASK NUMBER** A3

| Tools and/or Equipment | Conditions |
|---|---|
| Stethoscope:<br>a. single<br>b. tracking<br>Clock with second hand<br>Cleansing wipes | Given a client needing auscultation of an apical pulse. |

**Criteria** Competence in the task will be recognized when the apical pulse of a client is determined according to the guidelines of the training program and/or institution and the achievement indicators listed.

# Curriculum Worksheet

Duty No. A

Task No. 4

**Duty** Performing Diagnostic Procedures

**Task** Assess respirations using an appropriate timing device to determine the rate, rhythm and depth.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Assembled equipment - | ____ | ____ |
| 2. Identified client - | ____ | ____ |
| 3. Counted respirations in prescribed manner - | ____ | ____ |
| 4. Recorded/reported respirations per institutional policy - | ____ | ____ |

## References & Resources

See Bibliography - #10 and #35
TPR Filmstrip - Trainex

**DUTY/TASK NUMBER** A4

## Student Learning Activities

1. Read assigned reference materials and attend a lecture/discussion related to this task.
2. View the audiovisual materials on respiration.
3. Observe a demonstration of the task.
4. Count own respirations.
5. Count and record respirations on five different students. Ask for verification.
6. Count and record respirations on same student:
   a. lying down
   b. sitting in chair
   c. after walking for 2 minutes
   d. after running in place for 2 minutes
7. Discuss with teacher recorded respirations.
8. Practice taking respirations on family members and bring record to class.
9. Demonstrate the task satisfactorily to an evaluator.
10. Demonstrate proficiency on a quiz related to this task.

## Teacher Activities

1. Discuss the anatomy and physiology of the respiratory system and normal and abnormal conditions which can affect respiration.
2. Show audiovisual materials on this task.
3. Demonstrate the task.
4. Review process for recording respirations.
5. Assign students to take respirations on five different students.
6. Assign students to practice taking respirations on family members and to bring recorded respirations to class.
7. Evaluate a student's demonstration of the task using the achievement indicators as a guide.
8. Administer a quiz related to this task and evaluate the results.

**DUTY/TASK NUMBER** A4

| Tools and/or Equipment | Conditions |
|---|---|
| Clock with second hand | Given a client needing an assessment of respirations |

**Criteria** Competence in the task will be recognized when the respirations of a client are assessed according to the guidelines of the institution or training program and the achievement indicators listed.

# Curriculum Worksheet

Duty No. A
Task No. 5

**Duty** Performing Diagnostic Procedures

**Task** Measure blood pressure using appropriate equipment to determine systolic and diastolic readings.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Washed hands before and after procedure - | ___ | ___ |
| 2. Assembled equipment - | ___ | ___ |
| 3. Identified client - | ___ | ___ |
| 4. Explained procedure for measuring blood pressure to assure cooperation of the client - | ___ | ___ |
| 5. Took blood pressure in prescribed manner - | ___ | ___ |
| 6. Obtained an accurate reading - | ___ | ___ |
| 7. Cleaned and replaced equipment per institutional policy - | ___ | ___ |
| 8. Recorded/reported blood pressure readings per institutional policy - | ___ | ___ |

## References & Resources

See Bibliography - #10 and #35
Blood Pressure Filmstrip - Trainex

**DUTY/TASK NUMBER** A5

## Student Learning Activities

1. Read assigned resources and references for this task.
2. View audiovisual materials on BP procedure.
3. Listen to tape on the Sounds of Korotkoff.
4. Attend a lecture discussion on the subject of blood pressure.
5. Observe demonstration of BP.
6. Practice handling different types of cuffs and stethoscopes.
7. Practice taking BPs on five students.
8. Take BPs on four different students using the dual stethoscope for verification. Record/report BPs on simulated client record.
9. Take BP on same student:
   a. lying down
   b. sitting in chair
   c. after walking for 2 minutes
   d. after running in place for 2 minutes
10. Take BP on at least one of the following:
    a. a child
    b. an adult over 65
11. Demonstrate proficiency on a quiz related to this task.
12. Demonstrate the task satisfactorily for evaluator.

## Teacher Activities

1. Present a lecture/discussion on this task which may include:
   a. anatomy of the cardiovascular system
   b. definition and significance of blood pressure in health and disease
   c. definition, signs and symptoms, and significance of hypertension
2. Provide references and resources.
3. Set-up and present audio-visual materials related to this task.
4. Demonstrate procedure for taking BPs to students and recording the readings.
5. Arrange for practice sessions using students and other teachers as "patients".
6. Take a BP using a dual stethoscope with a student to verify the accuracy of the reading.
7. Administer a quiz related to this task and evaluate the results.
8. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

**DUTY/TASK NUMBER** A5

| Tools and/or Equipment | Conditions |
|---|---|
| Filmstrip on BP procedure and A-V equipment to show it<br>Alcohol swabs<br>Sphygmomanometers<br>a. mercury<br>b. aneroid<br>Stethoscopes<br>a. single<br>b. dual<br>Tape on Korotkoff sounds | Given a client needing a blood pressure to be measured. |

**Criteria** Competence in the task will be recognized when the blood pressure of a client is measured according to the procedure of the institution or training program and the achievement indicators listed.

# Curriculum Worksheet

Duty No. A

Task No. 6

**Duty** Performing Diagnostic Procedures

**Task** Collect a specimen of body discharge using a knowledge of asepsis and the digestive, urinary and respiratory systems and appropriate equipment to obtain an ordered specimen for diagnostic testing.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Read physician's order - | ___ | ___ |
| 2. Washed hands before and after procedure - | ___ | ___ |
| 3. Assembled equipment - | ___ | ___ |
| 4. Identified client - | ___ | ___ |
| 5. Screened client from the view of others if appropriate - | ___ | ___ |
| 6. Explained procedure for specimen collection to assure cooperation of the client - | ___ | ___ |
| 7. Assisted client to obtain specimen in prescribed manner - | ___ | ___ |
| 8. Recorded/reported specimen collection per institutional policy - | ___ | ___ |

## References & Resources

See Bibliography - #4

**DUTY/TASK NUMBER** A6

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references for this task. | 1. Present a lecture/discussion on the topics of asepsis; anatomy of the digestive, urinary, and respiratory systems and principles involved in specimen collection. |
| 2. Attend a lecture/discussion on the topics of asepsis; anatomy of the digestive, urinary, and respiratory systems and pertinent principles involved in specimen collection. | 2. Lecture/discuss these topics:<br>a. types of specimens used in diagnosis<br>b. methods of collecting<br>c. errors that interfere with proper diagnosis<br>d. recording the collection |
| 3. Observe a demonstration of the task. | 3. Provide references and resources related to this task. |
| 4. Collect urine specimen<br>a. routine<br>b. CCMS (Clean-catch midstream) | 4. Demonstrate the steps for collecting a urine specimen.<br>a. routine<br>b. CCMS |
| 5. Collect sputum specimen and a specimen of saliva. Make slides of both and compare results. | 5. Demonstrate steps for sputum collection. |
| 6. Collect stool specimen (this can be simulated using either dampened ginger snaps or crunchy or smooth peanut butter). | 6. Demonstrate communications needed to obtain stool specimen from client. |
| 7. Collect nasal discharge. | 7. Demonstrate technique for collecting a specimen of nasal discharge. |
| 8. Instruct another in collecting various types of specimens (sputum, urine, feces, etc.). | 8. Prepare slides from a CCMS and routine urine specimen and set up microscopes for students to view differences. |
| 9. Complete an exercise on how a specimen may be contaminated using concentrated sodium hydroxide and phenothalein. | 9. Demonstrate casual contamination using a box covered with chalk dust that glows in UV light. |
| 10. Demonstrate the collection of one or more types of specimens satisfactorily for an evaluation. | 10. Evaluate a student's demonstration of collection of one or more types of specimens using the achievement indicators as a guide. |
| 11. Demonstrate proficiency on a quiz related to this task. | 11. Administer a quiz related to this task and evaluate the results. |

**DUTY/TASK NUMBER** A6

| Tools and/or Equipment | Conditions |
|---|---|
| Chemically clean or sterile urine containers*<br>Gauze<br>Containers for stool collection<br>Nutrient broth<br>Sterile applicator sticks<br>Plastic tray<br>UV chalk<br>UV light<br>(NaOH)Sodium Hydroxide<br>Phenothalein<br>*These containers may be used for sputum and/or stool collection if stool specimen container is not available. | Given a client whose body exudates (urine, sputum, feces, nasal discharge, etc.) need collection for testing. |

**Criteria** Competence in the task will be recognized when a specimen of a body discharge is collected according to institutional policy and the achievement indicators listed.

# Curriculum Worksheet

Duty No. A

Task No. 7

**Duty** Performing Diagnostic Procedures

**Task** Label a specimen from a client using appropriate materials to identify the specimen.

**Pre-Test (Same as Achievement Indicators)**

| The learner: | Yes | No |
|---|---|---|
| 1. Obtained specimen to be labeled - | | |
| 2. Assembled label(s) and/or laboratory slip appropriate for the specimen collected - | | |
| 3. Filled in the label(s) and/or laboratory slip per institutional policy in prescribed manner - | | |
| 4. Attached label(s) and/or laboratory slip to specimen container if appropriate - | | |
| 5. Maintained all sanitary conditions for contaminated specimens - | | |

**References & Resources**

See Bibliography - #4

**DUTY/TASK NUMBER** A7

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Review references and resources on proper labeling and identification of specimens. | 1. Lecture on importance of complete labeling. |
| 2. Observe a demonstration of this task. | 2. Provide references and resources on the proper labeling and identification of specimens. |
| 3. Label specimens collected from each other. | 3. Demonstrate use of various labels for different types of specimens. |
| 4. Label one of each simulated specimen:<br>a. Blood - CBC<br>b. Urine - Routine urinalysis<br>c. Stool - Occult blood<br>d. Tissue - Cell block<br>e. Morgue, etc. - Fetus | 4. Demonstrate correct labeling procedure. |
| 5. Demonstrate proficiency on a quiz related to this task. | 5. Administer a quiz related to this task and evaluate the results. |
| 6. Demonstrate the task satisfactorily for an evaluator. | 6. Evaluate a student's demonstration of the task using the achievement indicators as a guide. |

**DUTY/TASK NUMBER** A7

| Tools and/or Equipment | Conditions |
|---|---|
| Vacutainer tubes<br>Labels for tubes<br>Urine specimen containers<br>Labels for specimen containers<br>Stool specimen containers<br>Labels for specimen containers<br>Broth tubes<br>Labels for broth tubes<br>Wax markers<br>Non-water soluble markers<br>Test-tube racks<br>Paper bags | Given a specimen needing an identifying label |

**Criteria** Competence in the task will be recognized when the specimen is labeled according to the procedure of the institution and the achievement indicators listed.

# Curriculum Worksheet

Duty No. E
Task No. 8

**Duty** Performing Diagnostic Procedures

**Task** Route a specimen from a client using available transport systems to assure the delivery of the specimen to the appropriate department.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Obtained labeled specimen - | ____ | ____ |
| 2. Selected correct transport system to be used for the specimen - | ____ | ____ |
| 3. Placed specimen in transport system in prescribed manner - | ____ | ____ |
| 4. Recorded/reported transport of specimen per institutional policy - | ____ | ____ |

## References & Resources

See Bibliography - #4 and #34

**DUTY/TASK NUMBER** A8

## Student Learning Activities

1. Attend a discussion on routing of specimens.
2. Read assigned resources and references for this task.
3. Practice routing specimens between labs. (Random draw activity)
4. Practice routing specimens between floors. (Random draw activity)
5. Select by random draw a specimen type. Explain to the class by demonstration from available transport systems how the selected specimen would be sent to the appropriate place for analysis.
6. Role play the part of a hematology, urology, microbiology, chemistry, morgue and tissue supervisor and discuss the appropriateness of the transport system.
7. Demonstrate proficiency on a quiz related to this task.
8. Demonstrate the task satisfactorily to an evaluator.

## Teacher Activities

1. Arrange for speakers on:
    a. "How the Delayed Specimen Interferes With Proper Diagnosis".
    b. "Types of Transport Systems and the Reasons for Each".
2. Prepare slips with specimens listed for "random draw activity" i.e.:

    stool
    aborted fetus less than 4 months
    aborted fetus greater than 28 cm.
    tissue for cell block
    urine (routine)
    spinal fluid
    blood for complete blood counts
3. Demonstrate route for transporting specimens between floors and labs. "What goes where and how".
4. Administer a quiz related to this task and evaluate the results.
5. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

**DUTY/TASK NUMBER** A8

| Tools and/or Equipment | Conditions |
|---|---|
| Specimen and transport containers<br>Baskets and trays<br>Specimen slips | Given a specimen to be routed from client to another floor or appropriate lab |

**Criteria** Competence in the task will be recognized when a specimen from a client is delivered to the appropriate department according to the institution's procedure and the achievement indicators listed.

# Curriculum Worksheet

Duty No. A

Task No. 9

**Duty** Performing Diagnostic Procedures

**Task** Perform routine biochemical tests under a supervisor's order using appropriate dipsticks, tapes, and/or tablets to test a urine specimen.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Read supervisor's order - | ____ | ____ |
| 2. Washed hands before and after procedure - | ____ | ____ |
| 3. Assembled urine specimen, equipment, and testing materials in designated area - | ____ | ____ |
| 4. Tested urine specimen in prescribed manner - | ____ | ____ |
| 5. Disposed of urine specimen and used supplies per institutional policy - | ____ | ____ |
| 6. Cleaned and replaced equipment per institutional policy - | ____ | ____ |
| 7. Recorded/reported results per institutional policy - | ____ | ____ |

## References & Resources

See Bibliography - #34

**DUTY/TASK NUMBER** A9

## Student Learning Activities

1. Read assigned resources and references for this task.
2. Attend a lecture/discussion on the subject.
3. View audio-visual materials related to the task.
4. Observe a demonstration of the task.
5. Perform biochemical tests on simulated urine samples using:
   a. multitest sticks
   b. single or combination sticks
   c. chemstix
   d. clinitest tablets
6. Record results of each test and compare to answer key. Repeat test if results are incorrect.
7. Demonstrate the task satisfactorily for an evaluation.
8. Demonstrate proficiency on a quiz related to this task.

## Teacher Activities

1. Provide references and resources related to this task.
2. Present a lecture/discussion which may include:
   a. anatomy and physiology of the urinary system.
   b. normal constituents of urine.
   c. abnormal constituents of urine.
   d. factors affecting the accuracy of various biochemical tests on urine.
   e. method for recording results.
   f. interpretation of results.
3. Show 8 mm film "Testing for Sugar and Ketones".
4. Prepare solutions which simulate urine samples containing various amounts of urinary substances, i.e. sugar, acetone.
5. Demonstrate different methods of analysis explaining the sources of error inherent in each.
   a. multitest sticks
   b. single or combination sticks
   c. chemistix
   d. clinitest tablets
6. Prepare a technique sheet listing method, sources of error and procedure for recording results.
7. Evaluate a student's demonstration of the task using the achievement indicators as a guide.
8. Administer a quiz related to this task and evaluate the results.

DUTY/TASK NUMBER A9

## Tools and/or Equipment

- Glucose
- Bio-acetone
- Hydrochloric acid (HCL) or vinegar
- Sodium Hydroxide (NaOH) or baking soda
- Egg albumin crystals
- Distilled water
- Yellow coloring (vegetable dye)
- Request slips
- Test Tubes
- Bunsen burners
- Specimen Containers
- Beakers
- Analysis equipment
  - labstix
  - bili labstix
  - test tape
  - clinitest
  - test tube racks
  - phenostix

## Conditions

Given a specimen (urine) to be tested by routine biochemical methods

**Criteria** Competence in the task will be recognized when a urine specimen is tested according to a supervisor's order, the directions of the testing materials manufacturer, and the achievement indicators listed.

# Curriculum Worksheet

Duty No. A

Task No. 10

**Duty** Performing Diagnostic Procedures

**Task** Test urine specimen using a supervisor's order and appropriate equipment to determine a specific gravity.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Read supervisor's order - | ____ | ____ |
| 2. Washed hands before and after procedure - | ____ | ____ |
| 3. Assembled urine specimen and equipment - | ____ | ____ |
| 4. Measured the specific gravity of the urine in prescribed manner - | ____ | ____ |
| 5. Disposed of urine specimen per institutional policy - | ____ | ____ |
| 6. Cleaned and replaced equipment - | ____ | ____ |
| 7. Recorded/reported specific gravity of the urine specimen per institutional policy - | ____ | ____ |

## References & Resources

See Bibliography - #4, #34, and #35

DUTY/TASK NUMBER A10

## Student Learning Activities

1. Read assigned resources and references for this task.
2. Attend a lecture/discussion on the topic of specific gravity of urine.
3. Observe a demonstration of task.
4. Determine specific gravity of various solutions:
   - a. water
   - b. salt water
   - c. urine
5. Practice using a hydrometer, urinometer, and refractometer to determine specific gravity.
6. Observe and record effect of temperature change on specific gravity determinations.
7. Demonstrate the task satisfactorily for an evaluator.

## Teacher Activities

1. Present a lecture to include:
   - a. significance of specific gravity in diagnosis
   - b. methods of determining specific gravity
   - c. temperature alterations and methods of correcting
   - d. mathematical determination in specific gravity
2. Demonstrate techniques for determining specific gravity using:
   - a. hydrometer
   - b. urinometer
   - c. refractometer
3. Prepare solutions with a variety of specific gravities.
4. Evaluate a student's demonstration of the skill using the achievement indicators as a guide.

**DUTY/TASK NUMBER** A10

| Tools and/or Equipment | Conditions |
|---|---|
| Hydrometer and cylinder<br>Salt<br>Balance or teaspoons<br>Bunsen burner<br>Urinometer<br>Refractometer | Given a urine specimen to determine a specific gravity |

**Criteria** Competence in the task will be recognized when the specific gravity of a urine specimen is determined according to the procedure of the institution, the achievement indicators listed, and within an acceptable range of accuracy in the training program and/or institution.

# Curriculum Worksheet

Duty No. A

Task No. 11

**Duty** Performing Diagnostic Procedures

**Task** Test a stool specimen biochemically using a supervisor's order and appropriate equipment to determine the presence of occult blood.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Read supervisor's order - | ____ | ____ |
| 2. Washed hands before and after procedure - | ____ | ____ |
| 3. Assembled stool specimen, equipment, and supplies - | ____ | ____ |
| 4. Tested stool specimen in prescribed manner - | ____ | ____ |
| 5. Disposed of stool specimen per institutional policy - | ____ | ____ |
| 6. Cleaned and replaced equipment per institutional policy - | ____ | ____ |
| 7. Recorded/reported results per institutional policy - | ____ | ____ |

## References & Resources

See Bibliography - #4 and #34

**DUTY/TASK NUMBER** A11

## Student Learning Activities

1. Read the assigned reference and resources for this task.
2. Attend a lecture/discussion related to the subject.
3. Observe a demonstration on various ways to test stool for occult blood.
4. Practice different tests for occult blood using simulated stool specimen.
5. Demonstrate proficiency on a quiz related to this task.
6. Demonstrate the task satisfactorily for an evaluator.

## Teacher Activities

1. Present a lecture/discussion on significance of occult blood.
2. Provide references and resources related to the topic.
3. Demonstrate testing a stool specimen for occult blood using:
    a. guaiac test
    b. hematest
    c. "card kit" method
4. Set up "stool" specimens using clay or peanut butter to which hemolyzed blood specimen has been added for students to demonstrate test.
5. Administer a quiz related to this task and evaluate the results.
6. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

**DUTY/TASK NUMBER** A11

| Tools and/or Equipment | Conditions |
|---|---|
| Guaiac<br>3% peroxide<br>Glacial acetic acid<br>Occult blood "card kit"<br>Filter paper<br>Color chart<br>Stool specimen (simulated) to be tested<br>Guaiac reagent<br>Hematest tabs<br>Color chart for hematest<br>Applicator sticks<br>Tongue blades<br>Hemoglobin | Given stool specimen to be analyzed for occult blood |

**Criteria** Competence in the task will be recognized when the stool speciment of a client is tested for occult blood according to the guidelines of the testing material manufacturer and the achievement indicators listed.

# Curriculum Worksheet

Duty No. A

Task No. 12

**Duty** Performing Diagnostic Procedures

**Task** Assist a physician using appropriate equipment and a knowledge of different positions to perform routine physical examinations maintaining the comfort, privacy, and safety of the client.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Checked supervisor's order for type of examination - | ____ | ____ |
| 2. Washed hands before and after procedure - | ____ | ____ |
| 3. Assembled equipment and supplies - | ____ | ____ |
| 4. Identified client - | ____ | ____ |
| 5. Screened client from view of others - | ____ | ____ |
| 6. Assisted client into exam apparel - | ____ | ____ |
| 7. Assisted physician during exam in prescribed manner - | ____ | ____ |
| 8. Assisted client during exam in prescribed manner - | ____ | ____ |
| 9. Positioned client and equipment after exam to assure comfort and safety of the client - | ____ | ____ |
| 10. Cleaned and replaced equipment per institutional policy - | ____ | ____ |

## References & Resources

Institutional Policy and Procedure Manuals

DUTY/TASK NUMBER A12

## Student Learning Activities

1. Read assigned reference and resources for this task.
2. Observed a demonstration of the task.
3. Attend a lecture/discussion related to this task.
4. Practice handling the equipment used in a physical exam.
5. Practice preparing a client for various types of physical exams.
6. Assist physician for each type of exam.
7. Clean and replace equipment after each type of exam.
8. Demonstrate the task satisfactorily for an evaluator.
9. Demonstrate proficiency on a quiz related to this task.

## Teacher Activities

1. Present a lecture which may include:
   a. purpose of the physical exam
   b. types of exams
   c. care and use of equipment in a physical exam
   d. responsibilities to the client during a physical exam
2. Provide references and resources for this task.
3. Assemble supplies, equipment, exam apparel needed for each exam.
4. Demonstrate steps in each type of exam.
5. Provide written supervisor's order for each type of exam.
6. Evaluate a student's demonstration of the task using the achievement indicators as a guide.
7. Administer a quiz related to this task and evaluate the results.

**DUTY/TASK NUMBER** A12

| Tools and/or Equipment | Conditions |
|---|---|
| Exam apparel<br>Otoscope<br>Ophthalmoscope<br>Stethoscope<br>Rubber gloves<br>Vaginal speculum<br>Reflex hammer<br>Tuning fork<br>Tongue blades<br>Cotton-tipped applicators<br>Flashlight<br>Sphygmomanometer | Given a client needing assistance with physical examination |

**Criteria** Competence in the task will be recognized when the physician is assisted with a physical examination according to the institution's procedure and the achievement indicators listed.

# Curriculum Worksheet

Duty No. A

Task No. 13

**Duty** Performing Diagnostic Procedures

**Task** Measure body weight using a scale to obtain data.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Washed hands before and after procedure - | ____ | ____ |
| 2. Obtained a scale - | ____ | ____ |
| 3. Identified client - | ____ | ____ |
| 4. Explained procedure of obtaining weight to assure cooperation of the client - | ____ | ____ |
| 5. Assisted client onto scale as needed - | ____ | ____ |
| 6. Manipulated scales in prescribed manner - | ____ | ____ |
| 7. Assisted client off scale as needed - | ____ | ____ |
| 8. Recorded/reported the weight per institutional policy - | ____ | ____ |

## References & Resources

See Bibliography - #35
Manufacturer's Operational Manual

**DUTY/TASK NUMBER** A13

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references related to obtaining weight. | 1. Provide references and resources related to this skill. |
| 2. Observe demonstration of task. | 2. Demonstrate task on different types of scales. |
| 3. Weigh self on different types of scales and record results. | 3. Check weight readings obtained by the students during practice. |
| 4. Weigh three different students on different types of scales and record. Have another verify readings. | 4. Review conversion of pounds to kilograms. Provide students with worksheets to practice conversions. |
| 5. Review metric/English weight worksheets. | 5. Administer a quiz related to this task and evaluate the results. |
| 6. Practice mathematical conversions of pounds to kilograms. | 6. Evaluate a student's demonstration of the task using the achievement indicators as a guide. |
| 7. Demonstrate proficiency on a quiz related to this task. | |
| 8. Demonstrate the task satisfactorily for an evaluator. | |

**DUTY/TASK NUMBER** A13

| Tools and/or Equipment | Conditions |
|---|---|
| Table scale<br>Balance scale<br>Floor scale | Given a client needing a weight measurement |

**Criteria** Competence in the task will be recognized when the weight of a client is obtained within the range of accuracy acceptable to the training program or institution and according to the achievement indicators listed.

# Curriculum Worksheet

Duty No. A
Task No. 14

**Duty** Performing Diagnostic Procedures

**Task** Measure body height using an appropriate measuring device to obtain data.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Washed hands before and after procedure - | ____ | ____ |
| 2. Obtained measuring device - | ____ | ____ |
| 3. Identified client - | ____ | ____ |
| 4. Explained procedure for obtaining height to assure cooperation of the client - | ____ | ____ |
| 5. Assured client is barefoot and standing erect - | ____ | ____ |
| 6. Manipulated measuring device in prescribed manner - | ____ | ____ |
| 7. Recorded/reported the height per institutional policy - | ____ | ____ |

## References & Resources

See Bibliography - #35
Manufacturer's Operational Manual

DUTY/TASK NUMBER A14

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references for this task. | 1. Provide resources and references. |
| 2. Observe a demonstration of the task. | 2. Demonstrate measurement of height in both English and metric systems. |
| 3. Measure own height and record. | 3. Recheck and verify heights obtained by students in practice. |
| 4. Measure height of three different students and record. | 4. Conduct individual and group discussion regarding recorded heights. |
| 5. Demonstrate the task satisfactorily for an evaluation. | 5. Evaluate a student's demonstration of the task using the achievement indicators as a guide. |

**DUTY/TASK NUMBER** A14

| Tools and/or Equipment | Conditions |
|---|---|
| Yardsticks<br>Tape measure<br>Height measurement apparatus on a scale | Given a client needing measurement of body height |

**Criteria** Competence in the task will be recognized when the height of a client is determined within the acceptable range of accuracy or the training program or institution and according to the achievement indicators listed.

# Curriculum Worksheet

Duty No. A

Task No. 15

**Duty** Performing Diagnostic Procedures

**Task** Clean a microscope using appropriate materials to maintain its optimal function.

**Pre-Test (Same as Achievement Indicators)**

| The learner: | Yes | No |
|---|---|---|
| 1. Obtained a microscope - | ____ | ____ |
| 2. Assembled equipment and supplies - | ____ | ____ |
| 3. Cleaned designated parts of the microscope in prescribed manner - | ____ | ____ |
| 4. Disposed of used equipment and supplies in prescribed manner - | ____ | ____ |

**References & Resources**

See Bibliography - #5

DUTY/TASK NUMBER A15

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Observe a demonstration on the care and cleaning of the lens system of the microscope.<br>2. Read the procedure for cleaning the lens system of a microscope.<br>3. Sketch and name the parts of a microscope.<br>4. Write a description of the care of each part.<br>5. Clean a microscope according to written instructions.<br>6. Check and certify the cleanliness of another's microscope according to prescribed evaluation procedure.<br>7. Demonstrate proficiency on a quiz related to this task.<br>8. Demonstrate the task satisfactorily for an evaluator. | 1. Provide manuals/handouts on how to clean a microscope.<br>2. Demonstrate the following:<br>a. dusting the lens system using a camel hair brush<br>b. removal of dust particles and lint using an air syringe<br>c. cleaning the lens system using lens paper<br>d. cleaning the lens system using cotton tip applicator stick moistened with xylene.<br>3. Use an overhead drawing to name microscope parts and describe technique of cleaning.<br>4. Arrange for a microscope service company to speak on the "Proper Care and Cleaning of a Microscope".<br>5. Give the students a quiz related to this task and evaluate the results.<br>6. Evaluate a student's demonstration of the task using the achievement indicators as a guide. |

**DUTY/TASK NUMBER** A15

| Tools and/or Equipment | Conditions |
|---|---|
| Microscope<br>Camel hair brush<br>Lens paper<br>Xylene<br>Cotton tip applicator sticks<br>Microscope tool kit<br>Rubber bulb and tubing (air syringe) or a pressurized air can | Given a microscope to be cleaned |

**Criteria** Competence in the task will be recognized when a microscope is cleaned according to the manufacturer's training program and/or institution's guidelines and the achievement indicators listed.

# Curriculum Worksheet

Duty No. A

Task No. 16

**Duty** Performing Diagnostic Procedures

**Task** Spread a drop of an individual's blood on a slide using appropriate equipment to prepare a slide for microscopic examination.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Washed hands before and after procedure - | ____ | ____ |
| 2. Assembled equipment and supplies - | ____ | ____ |
| 3. Placed identification on slide - | ____ | ____ |
| 4. Obtained drop of blood in prescribed manner - | ____ | ____ |
| 5. Smeared blood onto slide in prescribed manner - | ____ | ____ |
| 6. Allowed smear to dry - | ____ | ____ |
| 7. Cleaned/disposed of used equipment and supplies in prescribed manner - | ____ | ____ |

## References & Resources

See Bibliography - #4 and #34
Clinical Laboratory Procedures, Department of Navy Training Manual

DUTY/TASK NUMBER A16

## Student Learning Activities

1. Read assigned references and resources for this task.
2. Attend a lecture/discussion on the subject.
3. Observe the audio-visual materials related to the task.
4. Observe a demonstration of the task.
5. Using a capillary tube of blood, practice spreading technique to obtain feather edge blood smear.
6. Examine poor and good slides under 40x and 97x magnification of different blood smears noting differences in ability to observe both white and red cells.
7. Practice obtaining blood by finger prick method, placing one drop on slide and preparing blood slide, until acceptable slide is obtained.

## Teacher Activities

1. Provide references and resources related to this task.
2. Present a lecture/discussion on the topic "A representative blood sample." Include effects of squeezing finger too hard or inadequate finger prick.
3. Show "Modern Techniques of Collecting Blood Samples" AAMC (AFIP No. 2)
4. Demonstrate "finger prick" method of obtaining blood.
5. Demonstrate method of preparing a blood slide.
6. Prepare "poor" and "good" slides for student use.
7. Using a bioscope illustrate a poor and an adequate slide.
8. Evaluate student technique of obtaining blood samples by finger prick method and obtaining feather edge blood smear using the achievement indicators as a guide.

DUTY/TASK NUMBER A16

| Tools and/or Equipment | Conditions |
|---|---|
| Microscope slides<br>Sample of blood<br>Prepared slides<br>Wright stain (Quick)<br>Lancets<br>Alcohol wipes<br>Cotton balls or gauze squares<br>Capillary tubes (heparinized)<br>Bioscope<br>16 mm film projector | Given a blood sample to be prepared for microscopic examination |

**Criteria** Competence in the task will be recognized when a blood smear is prepared on a slide according to the training program's and/or institution's guidelines and the achievement indicators listed.

# Curriculum Worksheet

Duty No. A

Task No. 17

**Duty** Performing Diagnostic Procedures

**Task** Stain a slide of blood using appropriate stains, materials, and equipment to facilitate microscopic examination of the blood cells.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Washed hands before and after procedure - | ____ | ____ |
| 2. Obtained slide with blood smear - | ____ | ____ |
| 3. Assembled equipment and supplies - | ____ | ____ |
| 4. Applied stain in prescribed manner - | ____ | ____ |
| 5. Disposed/cleaned used equipment and supplies in prescribed manner - | ____ | ____ |

## References & Resources

See Bibliography - #4 and #34
Clinical Laboratory Procedures, Department of Navy Training Manual

**DUTY/TASK NUMBER** A17

## Student Learning Activities

1. Read assigned resources and references for this task.
2. Observe audio-visual materials presentation related to the task.
3. Attend a lecture/discussion on blood staining techniques.
4. Observe a demonstration of the task.
5. Practice staining techniques using:
    a. Wrights stain
    b. methylene blue stain
6. Evaluate another student's stained slide using prescribed criteria.
7. Prepare an acceptable stained slide.

## Teacher Activities

1. Provide references and resources related to this task.
2. Present a lecture/discussion on blood staining techniques and the value of a properly stained slide in diagnosis.
3. Demonstrate blood staining techniques.
4. Show 35 mm slides illustrating properly stained slides. (American Society Clinical Pathology)
5. Show film "Anemia" AFIP or the old film "Hemo".
6. Prepare a laboratory exercise for staining with evaluation criteria.
7. Evaluate a student's demonstration of the skill using the achievement indicators as a guide.

**DUTY/TASK NUMBER** A17

| Tools and/or Equipment | Conditions |
|---|---|
| Slides<br>Wright stain<br>Methylene blue (optional)<br>Gauze squares or paper tissue<br>Rack drying (any object to lean slides on)<br>Pencil for labeling<br>35mm projector<br>35mm slides<br>Interval timer<br>Blood samples<br>16mm projector | Given a blood slide to be stained for diagnostic evaluation |

**Criteria** Competence in the task will be recognized when a slide containing a blood smear is stained according to the training program's and/or institution's guidelines and the achievement indicators listed.

# Curriculum Worksheet

Duty No. A Task No. 18

**Duty** Performing Diagnostic Procedures

**Task** Streak a culture plate using a knowledge of microbiology, a microbiological specimen, and appropriate equipment and materials to isolate microorganisms.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Washed hands before and after procedure - | ____ | ____ |
| 2. Assembled equipment and supplies - | ____ | ____ |
| 3. Obtained microbiological specimen in prescribed manner - | ____ | ____ |
| 4. Streaked culture plate with microbiological specimen in prescribed manner - | ____ | ____ |
| 5. Marked culture plate with identification data - | ____ | ____ |
| 6. Stored culture plate per instructions in training program - | ____ | ____ |
| 7. Cleaned/disposed of used equipment and supplies per instructions in training program - | ____ | ____ |

## References & Resources

See Bibliography - #34

**DUTY/TASK NUMBER** A18

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references for this task.<br>2. Attend a lecture/discussion related to this task.<br>3. Observe audio-visual materials related to the task.<br>4. Observe a demonstration of the task.<br>5. Streak a culture plate to isolate a specific organism.<br>6. Evaluate results of isolation technique after a 24 hour incubation period.<br>7. Repeat isolation technique until an acceptable culture plate is made. | 1. Provide resources and references related to this task. Show audio-visual materials on handwashing and aseptic technique.<br>2. Present a lecture which may include the following:<br>a. macroscopic identification of bacteria<br>b. asepsis in obtaining a culture plate of a microorganism<br>3. Demonstrate the technique for streaking a culture plate.<br>4. Have a display of culture plates with different microorganisms for students to observe and identify.<br>5. Prepare mixed cultures of non-pathogens.<br>6. Evaluate a student's technique for isolation of microorganisms using the achievement indicators as a guide. |

DUTY/TASK NUMBER A18

| Tools and/or Equipment | Conditions |
|---|---|
| Nutrient Agar<br>McConkys Agar<br>Nichrome wire<br>Petrie dishes (disposable)<br>Bunsen burner<br>Marking pencil | Given a microbiological specimen to be cultured for the isolation of a particular organism. |

**Criteria** Competence in the task will be recognized when a culture plate is prepared with a microbiological specimen according to the training program's and/or institution's directions and the achievement indicators listed.

# Curriculum Worksheet

Duty No. A

Task No. 19

**Duty** Performing Diagnostic Procedures

**Task** Spread suspension of microorganisms using appropriate materials and equipment and a knowledge of sterile technique and microbiology to prepare a slide for microscopic examination.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Washed hands before and after procedure - | ____ | ____ |
| 2. Assembled equipment and supplies - | ____ | ____ |
| 3. Placed identification data on slide - | ____ | ____ |
| 3. Obtained suspension of microorganisms in prescribed manner - | ____ | ____ |
| 5. Spread microbiological suspension on slide in prescribed manner - | ____ | ____ |
| 6. Allowed smear to dry - | ____ | ____ |
| 7. Cleaned/disposed of used equipment and supplies in prescribed manner - | ____ | ____ |

## References & Resources

See Bibliography - #34

**DUTY/TASK NUMBER** A19

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read the assigned resources and references for this task. | 1. Provide resources and references related to this task. |
| 2. Attend a lecture related to this task. | 2. Present a lecture on "how microbiology slides are used for diagnosis." |
| 3. Observe a demonstration of the task. | 3. Demonstrate method of preparing a microbiology slide for examination. |
| 4. Prepare a slide of the skill of a known microorganism. Examine slide for even distribution of organisms. Repeat procedure if necessary. | 4. Arrange for a visit to a public health laboratory to see how microbiological slides are prepared. |
| 5. Visit public health laboratory to observe procedures used in preparing slides for microbiological examination. | 5. Evaluate a student's slide preparations using the achievement indicators as a guide. |
| 6. Demonstrate the task satisfactorily for an evaluator. | |

**DUTY/TASK NUMBER** A19

| Tools and/or Equipment | Conditions |
|---|---|
| Blood agar broth suspension of rod and cocci microorganisms<br>Agar slant<br>Slides<br>Microscope<br>Nichrome wire loop<br>Wax marker<br>Bunsen or Fisher burner | Given a suspension of microorganisms needing a slide preparation for diagnosis |

**Criteria** Competence in the task will be recognized when a slide of a microbiological suspension is prepared according to the training program and/or institutional guidelines and the achievement indicators listed.

# Curriculum Worksheet

Duty No. A

Task No. 20

**Duty** Performing Diagnostic Procedures

**Task** Stain a slide containing mircoorganisms using appropriate stains, materials, and equipment to facilitate microscopic examination of the microorganisms.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Washed hands before and after procedure - | ___ | ___ |
| 2. Obtained slide containing designated microbiological specimen - | ___ | ___ |
| 3. Assembled equipment and supplies - | ___ | ___ |
| 4. Applied stain in prescribed manner - | ___ | ___ |
| 5. Cleaned/disposed of used equipment and supplies in prescribed manner - | ___ | ___ |

## References & Resources

See Bibliography - #34

**DUTY/TASK NUMBER** A20

## Student Learning Activities

1. Read assigned resources and references related to the task.
2. Attend a lecture/discussion related to the task.
3. Observe a demonstration of the task.
4. Examine prepared slides under microscope.
5. Stain slides using the following methods:
    a. Gram's stain
    b. Ziehl Nielson
    c. Methylene Blue
6. Observe stained slides under the microscope.
7. Draw and label microscopic observations.
8. Demonstrate skill in staining slides satisfactorily for an evaluator.

## Teacher Activities

1. Provide resources and references related to the task.
2. Present a lecture on the use of various staining techniques, including:
    a. Gram's
    b. Ziehl Nielson
    c. Methylene Blue
3. Present a lecture on how stained slides of bacteria aid in diagnosis.
4. Demonstrate staining techniques including:
    a. Gram's
    b. Ziehl Nielson
    c. Methylene Blue
5. Prepare slides for viewing by students.
6. Evaluate student's slide staining technique using the achievement indicators as a guide.

**DUTY/TASK NUMBER** A20

| Tools and/or Equipment | Conditions |
|---|---|
| Gram stain kit<br>Methylene blue<br>Ziehl Nielson kit<br>India ink<br>Slides<br>Prepared slides<br>Distilled water<br>Drying rack<br>Disinfectant<br>Oil immersion<br>Microscope<br>Bunsen burner | Given slides containing microorganisms to be stained for diagnosis |

**Criteria** Competence in the task will be recognized when a slide of a microbiological specimen is stained according to the training program and/or institutional directions and the achievement indicators listed.

# Curriculum Worksheet

**Duty No.** A

**Task No.** 21

**Duty** Performing Diagnostic Procedures

**Task** View slides of cells using a microscope, a knowledge of cellular structure, and descriptions and/or pictures of different types of living cells to identify characteristics of cells.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Obtained designated slides - | ____ | ____ |
| 2. Obtained microscope - | ____ | ____ |
| 3. Mounted slides on microscope in prescribed manner - | ____ | ____ |
| 4. Manipulated lenses on microscope in prescribed manner to focus slide - | ____ | ____ |
| 5. Viewed slides - | ____ | ____ |
| 6. Recorded/reported information derived from slide viewing if necessary in prescribed manner - | ____ | ____ |

## References & Resources

See Bibliography - #15

**DUTY/TASK NUMBER** A21

## Student Learning Activities

1. Read assigned resources and references related to this task.
2. Attend lecture/discussion related to this task.
3. Observe audio-visual materials related to the task.
4. Observe demonstration on focusing techniques of the microscope.
5. Examine various prepared slides under the microscope using low power, high power, and oil immersion objectives.
6. Using the microscope, locate specific cellular structures.
7. Draw and label the cell and cellular components.
8. Review 35mm slides with another student. Test each other on the identification of cellular structures.
9. Examine and identify cellular components using schematic model of the cell.
10. Prepare buccal smear, stain and observe under the microscope.
11. Demonstrate proficiency on a quiz related to this task.

## Teacher Activities

1. Provide resources and references related to this task.
2. Present a lecture on cell structure and identification.
3. Demonstrate cellular components using a schematic model of the cell.
4. Give a film presentation on cell identification:
    a. "The World of Life" (AFIP No. 111)
    b. "White Blood Cells" (AFIP No. 105 or McGraw Hill)
    c. "War on Cancer" (American Cancer Society)
5. Demonstrate focusing a microscope under low power, high power, and oil immersion objectives.
6. Assemble a series of slides of different cells for students to view and identify.
7. Demonstrate buccal smear technique.
8. Evaluate a student's demonstration of the task using the achievement indicators as a guide.
9. Administer a quiz related to this task and evaluate the results.

**DUTY/TASK NUMBER** A21

| Tools and/or Equipment | Conditions |
|---|---|
| Microscope<br>Prepared slides<br>Cell identification manual<br>Schematic model of the cell<br>Immersion oil<br>Lens paper<br>Film projector<br>Methylene blue<br>Distilled water<br>Slides<br>Cover slip | Given prepared slides of cells to be microscopically identified |

**Criteria** Competence in the task will be recognized when designated information regarding slides of cells is identified according to the guidelines of the training program and/or institution and the achievement indicators listed.

# Curriculum Worksheet

Duty No. A

Task No. 22

**Duty** Performing Diagnostic Procedures

**Task** Mix blood with chemicals using appropriate equipment and materials to determine the ABO type.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Assembled equipment, materials, and specimen of blood - | ____ | ____ |
| 2. Mixed designated chemicals with specimen of blood in prescribed manner - | ____ | ____ |
| 3. Noted changes in mixture in prescribed manner - | ____ | ____ |
| 4. Recorded/reported conclusions as directed - | ____ | ____ |
| 5. Cleaned/disposed of used equipment in prescribed manner - | ____ | ____ |

## References & Resources

See Bibliography - #34
What is Blood - American Red Cross

**DUTY/TASK NUMBER** A22

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references on this task. | 1. Provide resources and references related to this task. |
| 2. Attend a lecture/discussion on the significance of blood typing. | 2. Present a lecture/discussion on the significance of blood typing. |
| 3. View audio-visual materials related to this task. | 3. Demonstrate and discuss ABO testing on slide and in tubes. |
| 4. Visit American Red Cross to see full service of blood banking. | 4. Arrange for a speaker from the American Red Cross to discuss blood banks, blood typing and blood fractions. |
| 5. Practice making saline suspensions without blood clots. | 5. Arrange for a visit to a Red Cross Center to view automated methods of typing blood. |
| 6. Type using a sample of your blood and list the results on the blackboard. Discuss with the class how its percentages compare with national percentages. | 6. Lead class discussion on percentage of blood types |
| 7. Prepare typing serum using capillary samples of students blood serum. | 7. Prepare slides and tubes with known blood types. |
| 8. Read blood types from teacher prepared slides and tubes. | 8. Arrange for blood bank technologist to speak on his/her career. |
| 9. Demonstrate proficiency on a quiz related to this task. | 9. Show audio-visual material on ABO typing. (Bio tech series) |
| 10. Demonstrate the task satisfactorily for an evaluator. | 10. Administer a quiz related to this task and evaluate the results. |
|  | 11. Evaluate a student's demonstration of the task using the achievement indicators as a guide. |

DUTY/TASK NUMBER A22

| Tools and/or Equipment | Conditions |
|---|---|
| ABO typing serum<br>10 x 70 mm typing test tubes<br>Slides<br>Wood sticks<br>Heparinized capillary tubes<br>Marking pencils (wax)<br>Anti A serum<br>Anti B serum<br>Known type A sample<br>Known type B sample | Given a specimen of blood needing an ABO type determination |

**Criteria** Competence in the task will be recognized when the ABO blood type of an individual is determined according to the guidelines of the manufacturer, training program, and/or institution and the achievement indicators listed.

# Curriculum Worksheet

Duty No. A

Task No. 23

**Duty** Performing Diagnostic Procedures

**Task** Measure a dry weight of a chemical using a balance and a knowledge of measurement systems to obtain a designated amount of the chemical.

**Pre-Test** (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Obtained balance - | ____ | ____ |
| 2. Assembled materials and supplies - | ____ | ____ |
| 3. Measured dry weight in prescribed manner - | ____ | ____ |
| 4. Cleaned and replaced equipment in prescribed manner - | ____ | ____ |

**References & Resources**

**DUTY/TASK NUMBER** A23

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Observe demonstration and complete practical exercise on reading the numbers on a triple beam, double pan and/or electric balance. | 1. Review the Metric System by a chalkboard lecture concentrating on mass units. |
| 2. Observe demonstration and complete practical exercise on operating a triple beam, double pan, electric balance. | 2. Demonstrate use of various types of balances (triple beam, pan and electric). |
| 3. Observe demonstration and complete practical exercise on weighing a dry chemical using a triple beam, double pan and/or electric balance. | 3. Demonstrate how to read the numbers on a triple beam, double pan and electric balance. |
| 4. Examine a balance and record various gram units for each beam. | 4. Demonstrate the correct procedure for weighing a dry chemical using a triple beam, double pan and electric balance. |
| 5. Weigh familiar objects i.e. nickle, penny, or pencil using platform and/or electric balance. | 5. Administer a quiz related to this task and evaluate the results. |
| 6. Weigh a designated amount of inert substances as (sand) on a platform and/or electric balance. | 6. Evaluate a student's demonstration of the task using the achievement indicators as a guide. |
| 7. Weigh blocks of wood of known weight on a platform and/or electric balance. | |
| 8. Demonstrate proficiency on a quiz related to this task. | |
| 9. Demonstrate the task satisfactorily for an evaluator. | |

DUTY/TASK NUMBER A23

| Tools and/or Equipment | Conditions |
|---|---|
| Triple beam, platform and electric balance<br>Glazed weighing paper or weighing boats<br>Sand<br>Weighing spatula<br>Sodium Chloride | Given the need to weigh a designated amount of dry chemical |

**Criteria** Competence in the task will be recognized when a designated amount of dry chemical is measured on a balance according to the specifications of the training program and/or institution and the achievement indicators listed.

# Curriculum Worksheet

Duty No. A

Task No. 24

**Duty** Performing Diagnostic Procedures

**Task** Mix chemicals using appropriate equipment and knowledge of chemistry to prepare a solution.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Read directions for preparing the solution - | | |
| 2. Assembled equipment, supplies, and chemicals - | | |
| 3. Mixed chemical according to directions in prescribed manner - | | |
| 4. Cleaned and replaced equipment in prescribed manner - | | |

## References & Resources

See Bibliography - #34

DUTY/TASK NUMBER A24

## Student Learning Activities

1. Read resources and references on preparation of solutions.
2. Attend a lecture on characteristics of a solution.
3. View laboratory safety slides.
4. Observe a demonstration on preparation of solutions.
5. Prepare the following percent solutions.
   a. 80% alcohol solution
   b. 2.5% NaCl solution
   c. 25% NaCl solution
6. Observe demonstration on preparation of a molar solution.
7. Prepare a 0.1 NaCl molar solution.
8. Observe demonstration on preparation of a normal solution.
9. Prepare a 0.1 NaCl normal solution.
10. Investigate with another student:
    a. nature of solute and solvent
    b. effect of surface area and stirring
    c. liquids dissolved in liquids
    d. saturated solutions
    e. supersaturated solutions
    f. preparation of standard solutions
    g. preparation of solution by dilution of concentrated solution
    h. preparation of a percent solution by weight
11. Demonstrate proficiency on a quiz related to this task.
12. Demonstrate the task satisfactorily for an evaluator.

## Teacher Activities

1. Provide resources and references related to this task.
2. Show slides on safety in the laboratory.
3. Present a lecture/discussion about the parts and characteristics of a solution.
4. Demonstrate preparation of a percent solution using two solvents.
5. Demonstrate preparation of a percent solution using a solvent and a solute.
6. Demonstrate dilution procedure of a percent solution.
7. Demonstrate preparation of a molar solution.
8. Demonstrate preparation of a normal solution.
9. Demonstrate the danger involved in mixing non-compatible materials.
10. Demonstrate the danger involved in adding water to acid.
11. Demonstrate the explosive nature of powders.
12. Administer a quiz related to this task and evaluate the results.
13. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

DUTY/TASK NUMBER A24

| Tools and/or Equipment | Conditions |
|---|---|
| Test tubes<br>Sugar<br>Lard<br>Napthalene<br>Sodium Chloride<br>Boric Acid<br>Distilled Water<br>Ethyl alcohol<br>Acetone, Ether (optional)<br>Cupric sulfate<br>Sodium thiosulfate<br>Triple Beam Balance<br>Weight boat<br>Weigh spatula<br>10 ml and 100 ml graduate cylinder<br>150 ml beaker<br>1, 5, 10 ml pipette<br>Lycopodium powder | Given a request for specific type of solution |

**Criteria** Competence in the task will be recognized when a solution is prepared according to the procedures used in the training program and/or institution and the achievement indicators listed.

# Curriculum Worksheet

Duty No. A

Task No. 25

## Duty

Performing Diagnostic Procedures

## Task

Operate a centrifuge using appropriate equipment and materials to separate solid and liquid components of a specimen.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Assembled specimen equipment and materials - | ____ | ____ |
| 2. Loaded centrifuge in prescribed manner - | ____ | ____ |
| 3. Activated centrifuge in prescribed manner - | ____ | ____ |
| 4. Cleaned and replaced equipment in prescribed manner - | ____ | ____ |

## References & Resources

**DUTY/TASK NUMBER** A25

## Student Learning Activities

1. Observe a demonstration of this task.
2. Attend a lecture/discussion related to this task.
3. Examine centrifuge to check various parts.
4. Centrifuge starch suspensions and precipitate solutions.
5. Centrifuge capillary blood specimens in a microcentrifuge.
6. Decant supernatant fluid from various specimens.
7. Demonstrate proficiency on a quiz related to this task.
8. Demonstrate the task satisfactorily for an evaluator.

## Teacher Activities

1. Present a lecture/discussion on the types of specimens requiring centrifuge separation.
2. Demonstrate use of a "micro and macro" centrifuge.
3. Demonstrate:
    a. various parts of centrifuge, filling centrifuge tube, loading and balancing centrifuge.
    b. decanting
4. Administer a quiz related to this task and evaluate the results.
5. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

DUTY/TASK NUMBER A25

| Tools and/or Equipment | Conditions |
|---|---|
| Micro-macro centrifuge with timer and speed indicator on macro-centrifuge<br>Test tubes<br>Capillary tubes<br>Sealing clay<br>Conical centrifuge tubes | Given a specimen needing separation by centrifuging |

**Criteria** Competence in the task will be recognized when a specimen's components are separated using a centrifuge according to the guidelines in the training program and/or institution and the achievement indicators listed.

# Curriculum Worksheet

Duty No. A

Task No. 26

**Duty** Performing Diagnostic Procedures

**Task** Solve a mathematical equation using appropriate equipment, supplies, and conversion tables and knowledge of mathematics to convert any common metric or English measurements to equivalencies calculated to a decimal place.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Assembled equipment, supplies, and copies of conversion tables - | ____ | ____ |
| 2. Read mathematical problem - | ____ | ____ |
| 3. Set problem up in a prescribed manner using appropriate formula and/or ratio proportion - | ____ | ____ |
| 4. Manipulated equation to solve for unknown in prescribed manner - | ____ | ____ |
| 5. Reported/recorded answer in prescribed manner - | ____ | ____ |

## References & Resources

See Bibliography - #34

DUTY/TASK NUMBER A26

## Student Learning Activities

1. Read assigned resources and references.
2. Complete worksheets on common math problems.
3. Practice mathematical conversions with data derived from using metric/yard rulers.
4. Practice relating weight to volume.
5. Practice using Fahrenheit and Centigrade thermometers.
6. Complete mathematical problems given conversion units.
7. Using a meter stick, measure common body parts, i.e. foot, elbow to finger tip, width of little finger, and etc. Record English and Metric equivalents.
8. Using common volume objects and a graduated cylinder, measure volumes in metric with graduated metric glassware. Example: bottle of pop, quart of water, cup of water, 10 teaspoons, 10 tablespoons, and etc. Record English and metric equivalent.
9. Using objects of known English mass, weigh on a metric balance and record metric equivalent.
10. Demonstrate proficiency on a quiz related to this task.

## Teacher Activities

1. Provide resources and references related to this task.
2. Present a lecture/discussion reviewing basic math skills and the metric system.
3. Provide worksheets of mathematical problems for students to practice the task.
4. Demonstrate:
    a. use of combination yard/meter stick
    b. reading dials and meters
    c. use of liter measuring cup and how to relate data
5. Demonstrate solutions to typical health related problems requiring conversions.
6. Administer a quiz related to this task and evaluate the results using achievement indicators as a guide.

**DUTY/TASK NUMBER** A26

## Tools and/or Equipment

Meter sticks/yard sticks

Graduated cylinders

Appropriate English containers
i.e. quart, pint, teaspoon, etc.

Objects for measuring i.e. nickle,
paper clips, etc.

Metric rulers

Scales:

- a. Dial-O-Gram
- b. dietary
- c. analytical (centigram)
- d. set of weights
- d. electric

Varying sizes of pipettes
(volumetric, graduated)

Varying sizes of cylinders

Fahrenheit thermometers

Centigrade thermometers

## Conditions

Given a mathematical problem requiring a knowledge of Metric-English and English-Metric conversion

**Criteria** Competence in the task will be recognized when common metric and English measurements are converted from one system to another correctly to a decimal place determined as acceptable by the institution and/or training program and according to the achievement indicators listed.

# Curriculum Worksheet

Duty No. A

Task No. 27

**Duty** Performing Diagnostic Procedures

**Task** Manipulate mathematical data using appropriate equipment, supplies, reference tables and a knowledge of mathematics and chemistry to solve a mathematical problem.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Assembled equipment, supplies, and copies of needed reference tables - | ____ | ____ |
| 2. Read mathematical problem - | ____ | ____ |
| 3. Set problem up in prescribed manner - | ____ | ____ |
| 4. Manipulated mathematical equation to solve for the unknown in prescribed manner - | ____ | ____ |
| 5. Reported/recorded answer in prescribed manner - | ____ | ____ |

## References & Resources

See Bibliography - #4

DUTY/TASK NUMBER A27

## Student Learning Activities

1. Read assigned resources and references related to this task.
2. Complete:
   a. drill work solving basic math problems
   b. drill work with math related chemistry problems
   c. drill and practice working with percent solutions
   d. drill practice making percent solutions from known percent stock
   e. drill work determining amounts of solute needed to make:
      a. molar solutions
      b. molal solutions
      c. normal solutions
3. Calculate the amount of solute and solvent needed to prepare a hypertonic solution.
4. Calculate practice problems illustrating procedure use to determine medicine dosage.
5. Demonstrate proficiency on a quiz related to this task.

## Teacher Activities

1. Provide discussion and drill on the following types of problems:
   a. percent solutions
   b. normal solutions
   c. molal solutions
   d. molar solutions
   e. pH determination
2. Demonstrate:
   a. preparation of stock solutions
   b. making various percent solutions
   c. method to determine mathematically the amounts of stock needed
3. Review the use of logarithms.
4. Demonstrate by chalkboard the method used to calculate medicine dosage.
5. Provide worksheets of problems related to the calculations of chemical compounds and/or medicine dosages.
6. Administer a quiz related to this task and evaluate the results using the achievement indicators as a guide.

DUTY/TASK NUMBER A27

| Tools and/or Equipment | Conditions |
|---|---|
|  | Given a problem to solve requiring a knowledge of chemistry and mathematics |

**Criteria** Competence in the task will be recognized when a mathematical problem is solved according to the standard of accuracy of the training program and/or institution and the achievement indicators listed.

# Curriculum Worksheet

Duty No. B

Task No. 1

**Duty** Performing Activities Related to Observing/Recording/Reporting/Planning

**Task** Introduce self using a knowledge of standard English and appropriate nonverbal mannerisms to identify one's name, position and purpose of the interaction to persons in the clinical area in a clear, distinct voice.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Faced person(s) to be addressed - | ____ | ____ |
| 2. Called person(s) to be addressed by name if possible - | ____ | ____ |
| 3. Stated name, position, and purpose of interaction - | ____ | ____ |
| 4. Used nonverbal mannerisms during interaction which did not detract from the interaction - | ____ | ____ |

## References & Resources

See Bibliography - #10, #16, and #30

DUTY/TASK NUMBER B1

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resource and references on this task.<br>2. View audio-visual materials demonstrating this task.<br>3. Role play introduction of self with other learners.<br>4. Complete self-check sheet on this task.<br>5. Practice eliminating distracting non-verbal mannerisms with role playing followed by critique in small groups.<br>6. Record voice and critique tape play back of introduction.<br>7. Demonstrate proficiency on a quiz related to this task. | 1. Provide resources and references for this task.<br>2. Present a lecture/discussion on the principles of communication related to this task.<br>3. Show an audio-visual aid demonstrating this task.<br>4. Demonstrate the following types of introductions to students:<br>a. other professionals<br>b. peers<br>c. clients<br>5. Provide simulated situation in which introduction of self needs to be done.<br>6. Interact and discuss individual performances of role play introductions.<br>7. Listen to student introductions on tape. Review with student:<br>a. tone of voice<br>b. articulation<br>8. Administer a quiz related to this task and evaluate the results. |

DUTY/TASK NUMBER B1

| Tools and/or Equipment | Conditions |
|---|---|
| Tape recorder<br>Filmstrip projector<br>Filmstrip<br>Cassette tape | Given a client, and a clinical environment in which the learner must introduce himself/herself |

**Criteria** Competence in the task will be recognized when the learner introduces himself/herself to others in a clear, distinct voice according to the policy of the institution and the achievement indicators listed.

# Curriculum Worksheet

Duty No. B

Task No. 2

**Duty** Performing Activities Related to Observing/Recording/Reporting/Planning

**Task** Greet individuals using a knowledge of standard English and appropriate non-verbal mannerisms to promote good public relations in a clear, distinct voice.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Observed arrival of individual (s) to be greeted - | ____ | ____ |
| 2. Acknowledged presence of individual(s) using customary proper manners - | ____ | ____ |
| 3. Asked individual(s) for name and purpose of visit - | ____ | ____ |
| 4. Answered any questions per institutional policy - | ____ | ____ |

## References & Resources

See Bibliography - #4 and #7

DUTY/TASK NUMBER B2

## Student Learning Activities

1. Read resources and references on non-verbal communication, patient psychology and public relations in the assigned materials.
2. Verbalize/demonstrate greeting clients in the simulated situations.
3. Discuss (with the class) the information obtained in greeting clients after interviewing several medical assistants.
4. Demonstrate proficiency on a quiz related to this task.
5. Demonstrate this task satisfactorily for an evaluator in a simulated or actual situation.

## Teacher Activities

1. Provide resources and references for this task.
2. Discuss and role-play with the students how they would greet the client and respond to the client in the following situations:
    a. new client - late for appointment - angry because she could not find the office
    b. client who enters office, notes many patients waiting, immediately informs the student that he must be taken immediately
    c. new client - 45 minutes early - very nervous
    d. a frightened six-year old who has never been a patient before.
3. Arrange for a certified medical assistant to demonstrate and discuss greeting individuals, non-verbal mannerisms, and public relations.
4. Arrange for students to interview medical assistants on these topics and report back to the class.
5. Administer a quiz related to this task and evaluate the results.
6. Evaluate a student's demonstration of this task using the achievement indicators as a guide.

DUTY/TASK NUMBER B2

| Tools and/or Equipment | Conditions |
|---|---|
|  | Given a situation in which a student needs to greet a client |

**Criteria** Competence in the task will be recognized when individuals are greeted in the clinical setting so that good public relations are promoted according to institutional policy and the achievement indicators listed.

# Curriculum Worksheet

Duty No. B

Task No. 3

**Duty** Performing Activities Related to Observing/Recording/Reporting/Planning

**Task** Route mail or gifts using available resources to assure delivery to the appropriate person.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Read label to determine destination of mail or gifts - | ____ | ____ |
| 2. Signed for any mail or gifts per institutional policy - | ____ | ____ |
| 3. Checked for any restrictions or special orders regarding the destination of mail or gifts - | ____ | ____ |
| 4. Delivered or assigned another appropriate person to deliver mail or gifts per institutional policy - | ____ | ____ |
| 5. Placed mail or gifts in designated area to assure they were readily accessible to person whom they were addressed to - | ____ | ____ |

## References & Resources

Institutional Policies and Procedures Manuals
The Ward Secretary Filmstrip - Trainex

**DUTY/TASK NUMBER** B3

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references for this task. | 1. Provide resources and references for this task. |
| 2. View audio-visual materials on the ward secretary. | 2. Show audio-visual materials on the ward secretary. |
| 3. Describe the procedure for routing mail or delivering gifts to clients. | 3. Demonstrate delivery techniques. |
| 4. Read labels on letters/mail/gifts accurately. | 4. Assemble simulated letters/mail/gifts. |
| 5. Check simulated Kardex/Chart for restrictions of mail/gifts for three clients. | 5. Set up simulated Kardex/Chart restricting gifts/mail/letters. |
| 6. Deliver three letters/mail/gifts to simulated patients. | 6. Evaluate students' delivery of three letters/mail/gifts. |
| 7. Demonstrate proficiency on a quiz related to this task. | 7. Administer a quiz related to this task and evaluata the results. |
| 8. Demonstrate the task satisfactorily for an evaluator. | 8. Evaluate a student's demonstration of the task using the indicators as a guide. |

**DUTY/TASK NUMBER** B3

| Tools and/or Equipment | Conditions |
|---|---|
| Mail<br>Gifts | Given letters/mail/gifts to be delivered. |

**Criteria** Competence in the task will be recognized when mail or gifts are routed to the appropriate person(s) according to institutional policy and the achievement indicators listed.

# Curriculum Worksheet

Duty No. B

Task No. 4

**Duty** Performing Activities Related to Observing/Recording/Reporting/Planning

**Task** Place a call using a telephone and a knowledge of standard business telephone manners to communicate information regarding the clinical situation.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Reviewed the use of various telephone lines with a supervisor - | | |
| 2. Assured telephone number(s) to be called was (were) written and in a direct view - | | |
| 3. Assembled equipment necessary to write notes - | | |
| 4. Manipulated buttons and/or dials on the telephone - | | |
| 5. Postioned mouthpeice of telephone to assure audibility of voice - | | |
| 6. Spoke to other party in prescribed manner - | | |
| 7. Wrote any needed messages - | | |
| 8. Replaced receiver gently - | | |
| 9. Recorded/reported information from call per institutional policy - | | |

## References & Resources

See Bibliography - #8, #13, and #16

**DUTY/TASK NUMBER** B4

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read module 4401-09-008, Medical Office Assistant and/or other assigned resources and references related to this task. | 1. Provide resources and references related to this task. |
| 2. Observe a demonstration of this task. | 2. Demonstrate the procedure of relaying different types of messages. |
| 3. Practice relaying the different types of messages with a telephone. | 3. Provide different messages to be used in role playing. |
| 4. Compile telephone directories of frequently used numbers. | 4. Provide telephones. |
| 5. Demonstrate procedure satisfactorily for an evaluator. | |

DUTY/TASK NUMBER B4

| Tools and/or Equipment | Conditions |
|---|---|
| Telephone book<br>Telephones (available for rental at local phone center)<br>Telephone index - rotary file<br>Appointment book<br>List of emergency and frequently called numbers | Given a telephone message to be relayed |

**Criteria** Competence in the task will be recognized when a telephone call is placed to communicate information regarding a clinical situation according to institutional policy and the achievement indicators listed.

# Curriculum Worksheet

Duty No. B

Task No. 5

**Duty** Performing Activities related to Observing/Recording/Reporting/Planning

**Task** Answer a telephone using a knowledge of standard business telephone manners to communicate information regarding a clinical situation.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Reviewed the use of various telephone lines with a supervisor - | | |
| 2. Assembled equipment necessary to write notes - | | |
| 3. Manipulated receiver to assure audibility of voice - | | |
| 4. Spoke into telephone in prescribed manner - | | |
| 5. Wrote any needed messages - | | |
| 6. Replaced receiver gently - | | |
| 7. Recorded/reported information from call per institutional policy - | | |

## References & Resources

See Bibliography - #8, #13, and #16

DUTY/TASK NUMBER B5

## Student Learning Activities

1. Read assigned resources and references related to this task.
2. Observe a demonstration of this task.
3. Practice completion of call memo forms.
4. Practice writing messages on call memo forms.
5. Practice answering telephone:
    a. promptly
    b. identifying self and area
    c. using "hold" button
    d. using proper tone of voice
    e. returning to line after placing caller on hold
    f. transferring a call
    g. closing a call
6. Practice taking accurate messages.
7. Demonstrate the task satisfactorily for an evaluator.

## Teacher Activities

1. Provide resources and references related to this task.
2. Discuss message forms in a large group lecture. Provide samples of correctly completed message forms.
3. Demonstrate skill to students.
4. Provide situations of different callers and messages to be addressed by students.
5. Assist learners to use telephone.
6. Review written messages for accuracy.
7. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

DUTY/TASK NUMBER B5

| Tools and/or Equipment | Conditions |
|---|---|
| Training and master telephone (available for rental - local phone centers)<br>Message pad | Given all necessary tools, equipment and supplies and a telephone to be answered in the clinical setting. |

**Criteria** Competence in the task will be recognized when a telephone call is answered to communicate information regarding a clinical situation according to institutional policy and the achievement indicators listed.

# Curriculum Worksheet

Duty No. B

Task No. 6

**Duty** Performing Activities Related to Observing/Recording/Reporting/Planning

**Task** Schedule appointments using the appropriate form(s) to secure a service and/or treatment for a client.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Listened to or read supervisor's order - | ____ | ____ |
| 2. Contacted the office, department, or person with whom the appointment was to be made - | ____ | ____ |
| 3. Secured appointment in prescribed manner - | ____ | ____ |
| 4. Assured both parties in the appointment had the same information regarding time, length, purpose, and place of appointment - | ____ | ____ |

## References & Resources

See Bibliography - #4, #8, #13, #16, and #30

DUTY/TASK NUMBER b6

## Student Learning Activities

1. Read assigned resources and references for this task.
2. View audio-visual materials on scheduling appointments.
3. Attend a task lecture/discussion related to this task.
4. Observe a demonstration of the task.
5. Role play making an appointment for a client.
6. Fill out appropriate forms:
   a. appointment book
   b. appointment reminder card
7. View transparencies on appointment scheduling.
8. Complete activity sheets with appropriate forms for scheduling.
9. Take field trip to medical/dental office and write evaluation on observing appointment scheduling for a day.
10. Demonstrate proficiency on a quiz related to this task.
11. Demonstrate this task satisfactorily for an evaluator.

## Teacher Activities

1. Provide resources and references for this task.
2. Show audio-visual materials demonstrating appointment scheduling.
3. Demonstrate client interview procedure.
4. Use overhead projector to provide information for filling in forms for appointment scheduling.
5. Give and discuss activity sheets on various types of appointments scheduled and length of times.
6. Arrange for a dental/medical recptionist to speak to students on this task.
7. Administer a quiz related to this task and evaluate the results.
8. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

DUTY/TASK NUMBER B6

| Tools and/or Equipment | Conditions |
|---|---|
| Forms<br>Overhead projector, screen<br>Simulated office equipment (desk and chair)<br>Patient information memo<br>Appointment sheet<br>Doctor's copy of daily appointments<br>X-ray request form<br>Laboratory request form<br>Hospital referral form<br>EKG/EEG form<br>Consultation form<br>Physiotherapy form<br>Ambulatory surgery form<br>Appointment reminder cards | Given a client who needs an appointment. |

**Criteria** Competence in the task will be recognized when an appointment is scheduled according to a supervisor's order, institutional procedure and the achievement indicators listed.

# Curriculum Worksheet

Duty No. B

Task No. 7

**Duty** Performing Activities Related to Observing/Recording/Reporting/Planning

**Task** Obtain information from a client using electronic devices to identify a client's needs or request promptly.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Scanned specified panel for client's signal - | ___ | ___ |
| 2. Activated equipment necessary to talk with client in prescribed manner - | ___ | ___ |
| 3. Listened to client's need or request - | ___ | ___ |
| 4. Followed up need or request in prescribed manner to assure client's satisfaction - | ___ | ___ |

## References & Resources

Introduction to Nursing Care, Johnson and Johnson

DUTY/TASK NUMBER B7

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read resources and references related to the task. | 1. Provide resources and references related to the task. |
| 2. Observe a demonstration of the task. | 2. Demonstrate the procedure in the clinical area/health care facility during a tour there. |
| 3. Ask a "client" a question over the intercom system in a health care facility. Use an empty room with a simulated patient to practice if possible. | 3. Discuss with the students when this type of system may be inappropriate and what other alternative communication systems may be better. |
| 4. Discuss how to deal with the client who has sensory deprivation and/or motor loss which may affect his/her use of an electronic communication system. | |

**DUTY/TASK NUMBER** B7

| Tools and/or Equipment | Conditions |
|---|---|
|  | Given an electronic device to use in identifying a client's need/request |

**Criteria** Competence in the task will be recognized when the pulse rate of a client is obtained according to the guidelines of the training program or institution and the achievement indicators listed.

# Curriculum Worksheet

Duty No. B

Task No. 8

**Duty** Performing Activities Related to Observing/Recording/Reporting/Planning

**Task** Broadcast information using electronic devices to channel information to a client.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Activated equipment in prescribed manner to talk to client - | ____ | ____ |
| 2. Relayed message to client - | ____ | ____ |
| 3. Elicited feedback from client concerning message if needed - | ____ | ____ |

## References & Resources

Introduction to Nursing Care, Johnson and Johnson

DUTY/TASK NUMBER B8

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read resources and references related to this task. | 1. Provide resources and references which relate to this task. |
| 2. Observe a demonstration of this task. | 2. Demonstrate the procedure in the clinical area of a health care facility during a tour. |
| 3. Give a "client" a set of directions over the intercom system in a clinical and health care facility. Use an empty room with a simulated client to practice if possible. | 3. Discuss with the students when this type of system may be inappropriate and what other alternative communication systems may be better. |
| 4. Discuss how to deal with the client who has sensory deprivation and/or motor loss which may affect his/her use of an electronic communication system. | 4. Evaluate the student in the performance of the skill using the achievement indicators as a guide. |

DUTY/TASK NUMBER B8

| Tools and/or Equipment | Conditions |
|---|---|
|  | Given an electronic device and information to be channeled to a client. |

**Criteria** Competence in the task will be recognized when the pulse rate of a client is obtained according to the guidelines of the training program or institution and the achievement indicators listed.

# Curriculum Worksheet

Duty No. B

Task No. 9

**Duty** Performing Activities Related to Observing/Recording/Reporting/Planning

**Task** Notify appropriate persons using the designated channels of communication and available resources to channel client concerns/complaints.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Identified appropriate person(s) to direct concerns/complaints to - | ___ | ___ |
| 2. Contacted appropriate person(s) using designated channels of communication - | ___ | ___ |
| 3. Relayed concerns/complaints - | ___ | ___ |

## References & Resources

Institutional Policy Manuals

DUTY/TASK NUMBER B9

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read resources and references related to this task. | 1. Provide resources and references related to this task. |
| 2. Discuss the simulations involving a variety of client concerns/problems assigned by instructor in small groups. Discuss your group's responses with other groups. | 2. Makes transparencies showing channels of communication within a variety of health care agencies and discuss these with the students. |
| 3. Demonstrate proficiency on a quiz related to this task. | 3. Prepare simulations involving a variety of client concerns/complaints and different departments to which these should be channeled. |
|  | 5. Arrange for an administrator within a health care agency/facility to address the class on how a client's concerns/complaints are usually channeled within an institution. |

**DUTY/TASK NUMBER** B9

| Tools and/or Equipment | Conditions |
|---|---|
| | Given a client's concerns/complaints to channel |

**Criteria** Competence in the task will be recognized when appropriate person(s) are notified of a client's concerns/complaints according to institutional policy and the achievement indicators listed.

# Curriculum Worksheet

Duty No. B

Task No. 10

**Duty** Performing Activities Related to Observing/Recording/Reporting/Planning

**Task** Interview clients using a knowledge of basic interviewing skills and appropriate nonverbal behavior to identify health needs/problems.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Identified client - | ____ | ____ |
| 2. Focused communication on client's concerns, problems, or interests in prescribed manner - | ____ | ____ |
| 3. Asked questions relating to client's health needs in prescribed manner - | ____ | ____ |

## References & Resources

See Bibliography - #23

**DUTY/TASK NUMBER** B10

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read the resources and references on interviewing. | 1. Assemble materials for a role playing exercise on interviewing clients. |
| 2. Observe a client interview and critique it based on principles of communication. | 2. Demonstrate interviewing techniques with class interactions. |
| 3. Verbalize/role play interview clients with the interviewing techniques suggested. | 3. Observe students as the interview students. |
| 4. Fill out two different interview forms from the samples provided in class. | 4. Develop/administer a written or oral quiz which test the students on interview techniques. |
| 5. Critique a video-tape/tape recording of an interview. Discuss the critique in class. | 5. Provide sample interviews on videotape or tape recorder for students to critique. |
| 6. Tape record an interview with a simulated client. In small groups, critique the interviews. | |
| 7. Demonstrate proficiency on a quiz related to the task. | |

DUTY/TASK NUMBER B10

| Tools and/or Equipment | Conditions |
|---|---|
| Sample of interview forms | Given a situation in which a client needs to be interviewed |

**Criteria** Competence in the task will be recognized when the health needs of a client are identified through an interview according to the principles of therapeutic communication in the training program or institution and the achievement indicators listed.

# Curriculum Worksheet

Duty No. B

Task No. 11

**Duty** Performing Activities Related to Observing/Recording/Reporting/Planning

**Task** Interview a client's family and/or friends using a knowledge of basic interviewing skills and appropriate nonverbal behavior to identify a client's health needs/problems.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Identified client's family and/or friends - | | |
| 2. Explained purpose of interview in prescribed manner - | | |
| 3. Focused communication on family's and/or friend's concerns, questions and problems relating to the client, maintaining confidentiality of information - | | |
| 4. Asked questions of family and/or friends relating to client's health needs in prescribed manner - | | |
| 5. Recorded/reported pertinent data per institutional policy - | | |

## References & Resources

See Bibliography - #4, #8, #14, #16, and #30

DUTY/TASK NUMBER B11

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read resources and references related to this task. Study the list of questions to use as a guideline before starting the interview. Practice interviewing skills on several peers playing the role of family members/friends of a mock client. Compare responses of different "family members/friends" to the same questions. Practice speaking clearly and slowly to a "family member/friend" in a pleasant tone.<br>2. Role play family member/friend interview using simulated situations. Explain purpose of family interview.<br>3. Fill in interview form with data obtained.<br>4. Discuss tape recording of interview between learners and family member of client.<br>5. Interview the families of the following:<br>a. handicap patient<br>b. child<br>c. client with serious illness<br>6. Demonstrate proficiency on a quiz related to this task. | 1. Provide resources and references related to this task.<br>2. Provide learners with necessary forms. Review forms with students.<br>3. Show a film or slide presentation on how to interview a family member/friend of a client.<br>4. Give a list of questions to learners to use as guidelines for the interview.<br>5. Demonstrate taking notation including format, accuracy, brevity, and legibility. Discuss common abbreviations, write them on the chalk board.<br>6. Demonstrate an interview with a family member/friend of a client using mock situation.<br>7. Prepare and discuss tape recordings of simulated or actual interviews with family member/friend of a client.<br>8. Administer a quiz related to this task and evaluate the results. |

DUTY/TASK NUMBER B11

| Tools and/or Equipment | Conditions |
|---|---|
| History forms<br>Projector, screen, film, slides<br>Cassette player/cassette tapes<br>Interviewing guidelines | Given a clinic situation where the client's family and/or friend must be interviewed.<br>Given a doctor's notes and necessary forms and a client whose health needs are to be determined. |

**Criteria** Competence in the task will be recognized when the health needs of a client are identified by interviewing client's family and/or friends according to the principles of therapeutic communication in the training program or institution and the achievement indicators listed.

# Curriculum Worksheet

Duty No. B

Task No. 12

**Duty** Performing Activities Related to Observing/Recording/Reporting/Planning

**Task** Interact with clients, regardless of age, sex, race, religion or marital status, using a knowledge of physical, social, and cultural differences among individuals to provide health care to clients.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Accepted assignments for care of clients without discrimination - | ____ | ____ |
| 2. Gave health care to clients in prescribed manner without discrimination - | ____ | ____ |
| 3. Used verbal and nonberbal behavior with clients to communicate a nonjudgemental attitude - | ____ | ____ |

## References & Resources

See Bibliography - #23
Spiritual Needs of Patient Filmstrip - Trainex

**DUTY/TASK NUMBER** B12

## Student Learning Activities

1. Read resource and references on religions, cultures and social systems that affect health care.
2. Attend a lecture/discussion related to this task.
3. List/verbalize various examples of how culture and religion play an important part in a client's reaction to illness and treatment.
4. List/verbalize ways in which a health professional can demonstrate non-discrimination and non-judgemental attitudes when dealing with clients who have physical, social, and cultural differences.
5. Role-play interactions with clients in simulated situations which may include:
    a. welfare client
    b. racial minority
    c. client from a specific religion
    d. extremely wealthy client
    e. overt homosexual/lesbian

    Tape record the interview or have others observe it and then critique it.
6. Fill out instruments which help clarify values and biases and review the results.
7. Demonstrate proficiency on a quiz related to this task.

## Teacher Activities

1. Assemble materials for reading and activities on cultures, religions, and social systems, and physical differences that affect attitudes of health care workers and clients.
2. Present a lecture/discussion highlighting discriminatory/non-discriminatory approaches to persons "different" from the health care worker.
3. Role-play interviews with one or more simulated situations and have students note discriminatory and/or non-discriminatory behavior
4. Provide values clarification exercises for the students.
5. Provide students with role-play situations of different situations which may evoke discriminatory behavior on their part.
6. Administer a quiz related to this task and evaluate the results.

DUTY/TASK NUMBER B12

| Tools and/or Equipment | Conditions |
|---|---|
|  | Given a situation where a student must interact with clients of different age, sex, race, religion, or marital status |

**Criteria** Competence in the task will be recognized when clients are interacted with according to the institution's policies, federal and state civil rights codes and the achievement indicators listed.

# Curriculum Worksheet

Duty No. B

Task No. 13

## Duty

Performing Activities Related to Observing/Recording/Reporting/Planning

## Task

Explain a procedure using a knowledge of the procedure to inform a client of care to be rendered.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Reviewed instructions for procedure if necessary - | | |
| 2. Explained procedure in prescribed manner - | | |
| 3. Asked client for any questions regarding the procedure - | | |
| 4. Recorded/reported any client concerns regarding a procedure per institutional policy - | | |

## References & Resources

See Bibliography - #27

DUTY/TASK NUMBER B13

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read the materials on the "Patients Bill of Rights" and the procedures to be explained. | 1. Demonstrate explaining a procedure to the students and have them interact as if they were the client. |
| 2. Explain the procedure assigned by the teacher in a simulated health occupations/client situation. Ask for feedback on the clarity completeness and accuracy of the explaination. | 2. Assemble materials on various procedures to be explained and assign the students to explain the various procedures. |
| 3. Incorporate explanation of the procedure as a step in any procedure you practice. | 3. Require explanation of a procedure as a step in any procedure a student practices. |

**DUTY/TASK NUMBER** B13

| Tools and/or Equipment | Conditions |
|---|---|
| | Given a situation where a Health Occupations student must inform a client of a procedure that is to be rendered |

**Criteria** Competence in the task will be recognized when a client is informed of a procedure to be done according to the institution's policies and/or the American Hospital Association's Patient Bill of Rights and the achievement indicators listed.

# Curriculum Worksheet

Duty No. B

Task No. 14

**Duty** Performing Activities Related to Observing/Recording/Reporting/Planning

**Task** Identify a client's health needs/problems using a knowledge of the hierarchy of human needs and data from health team members to assist with the development of a health care plan.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Assembled pertinent data regarding a client - | ____ | ____ |
| 2. Discussed pertinent data with a supervisor - | ____ | ____ |
| 3. Obtained written nursing care plan of a client - | ____ | ____ |
| 4. Scanned nursing care plan to identify needed charges - | ____ | ____ |
| 5. Entered changes on nursing care plan with assistance of a supervisor per institutional policy - | ____ | ____ |

## References & Resources

**DUTY/TASK NUMBER** B14

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned references and resources for this task. | 1. Prepare reference materials concerning this task. |
| 2. Attend a lecture/discussion on this subject. | 2. Present a lecture/discussion on health care planning and Maslow's hierarchy of needs. |
| 3. View and discuss the transparencies concerning this task. | 3. Make a transparency showing Maslow's hierarchy of needs.<br>a. Obtain overhead projector and discuss the subject using the transparency. |
| 4. Complete with a group, a health care plan for a simulated client developing only the priority need. | 4. Obtain health care plan forms from various instititutions.<br>a. Make transparencies of health care plan forms and discuss the subject using the transparencies. |
| 5. Observe a patient care conference during a visit to a health care facility. Discuss your observations with the class. | 5. Prepare a field trip to observe a patient care conference in a health facility. Lead students in a discussion of the conference to focus the learning on this task. |
| 6. Decide what two priority needs you have based on Maslow's heirarchy. Develop goals and a plan of action to meet these needs. Evaluate the plan at the end of a week and revise it as needed. | 6. Prepare a series of client situations. From the data, have students work in small groups to complete a care plan for the client based on his/her priority need. Evaluate the process using the achievement indicators as a guide. |

DUTY/TASK NUMBER B14

| Tools and/or Equipment | Conditions |
|---|---|
| | Given a client whose health needs/ problems need to be identified. |

**Criteria** Competence in the task will be recognized when the learner assists with the development of a health care plan for a client according to the institution's procedure and the achievement indicators listed.

# Curriculum Worksheet

Duty No. B

Task No. 15

## Duty

Performing Activities Related to Observing/Recording/Reporting/Planning

## Task

Interact with health care personnel using a knowledge of therapeutic communication techniques and appropriate nonverbal behavior to promote a positive work atmosphere in the clinical area.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Reviewed the institution's guidelines for ethical behavior - | | |
| 2. Identified health care personnel in the clinical area - | | |
| 3. Communicated with health care co-workers in a manner necessary to achieve a positive work atmosphere - | | |
| 4. Reported conflicts with health care personnel to one's supervisor per institutional policy - | | |

## References & Resources

Introduction to Nursing Care, Johnson and Johnson

**DUTY/TASK NUMBER** B15

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references on therapeutic communications. | 1. Assemble resources and references on therapeutic communications. |
| 2. Participated in the role-playing situations involving reporting conflicts to one's supervisor. | 2. Design a role-playing situation which demonstrates therapeutic communication techniques and appropriate nonverbal behavior between health care personnel which promotes a positive work atmosphere. |
| 3. Role play the following situations:<br>a. Repeating client information to another<br>b. Requesting assistance from another worker<br>c. Reporting a conflict with another department or person within your own department | 3. Listen to student role play situation and evaluate them using the achievement indicators as a guide. |
| 4. Demonstrate proficiency on a quiz related to this task. | 4. Administer a quiz related to this task and evaluate the results. |

**DUTY/TASK NUMBER** B15

| Tools and/or Equipment | Conditions |
|---|---|
|  | Given a situation where the Health Occupations student has to interact with other health care personnel and promote a positive work atmosphere. |

**Criteria** Competence in the task will be recognized when the learner interacts with other health care workers in the clinical setting according to the institution's policy and code of ethics and the achievement indicators listed.

# Curriculum Worksheet

Duty No. B

Task No. 16

**Duty** Performing Activities Related to Observing/Recording/Reporting/Planning

**Task** Compile client records/charts using a knowledge of the institution's standard chart format to assure a complete file.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Assembled forms and record/chart cover - | ____ | ____ |
| 2. Imprinted each form with identification data about the client per institutional policy - | ____ | ____ |
| 3. Wrote in any data per institutional policy - | ____ | ____ |
| 4. Arranged forms in record/chart cover per institutional policy - | ____ | ____ |

## References & Resources

See Bibliography - #4, #8, #13, and #16
Maintaining the Patient's Chart Filmstrip - Trainex

**DUTY/TASK NUMBER** B16

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references related to this task.<br>2. View the audio-visual materials related to the task.<br>3. Observe a demonstration of the task.<br>4. Identify forms needed to complete charts.<br>5. Assemble forms in chart in the order specified by the institution.<br>6. Prepare each form with patient I.D. number, name, birthday, etc. as required by institutional policies. | 1. Assemble assigned resources and references.<br>2. Set up and present audio-visual materials related to the task.<br>3. Evaluate the student's performance of the task using the achievement indicators as a guide.<br>4. Demonstrate how to prepare forms and place them in the order in which they are to be put in chart.<br>5. Provide for learner all forms needed to complete chart. |

**DUTY/TASK NUMBER** B16

| Tools and/or Equipment | Conditions |
|---|---|
| Cover chart<br>Forms necessary to complete chart<br>Filmstrip projector<br>Film<br>Cassette player/cassette | Given all forms necessary to complete a chart |

**Criteria** Competence in the task will be recognized when a client's record/chart is compiled according to the institution's policies and procedures and the achievement indicators listed.

# Curriculum Worksheet

Duty No. 8 Task No. 17

**Duty** Performing Activities Related to Observing/Recording/Reporting/Planning

**Task** Chart treatments using the appropriate chart form and standard medical terminology to document a client's health care.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Obtained chart - | ____ | ____ |
| 2. Located correct chart form for recording treatments - | ____ | ____ |
| 3. Wrote information about completed treatments in prescribed manner - | ____ | ____ |
| 4. Signed chart entry per institutional policy - | ____ | ____ |
| 5. Returned chart to designated area - | ____ | ____ |

## References & Resources

**DUTY/TASK NUMBER** B17

## Student Learning Activities

1. Read assigned resources and references for this task.
2. View the audio-visual materials related to this task.
3. Attend a lecture/discussion related to this task.
4. Achieve at least minimally acceptable mastery of the medical terminology commonly used in charting.
5. Within a class or small groups, practice charting sample situations involving treatments and reactions.
6. Demonstrate proficiency on a quiz related to this task.

## Teacher Activities

1. Provide resources and references for this task.
2. Set up and present audio-visual materials related to this task.
3. Present a lecture/discussion which may include:
    a. medical terminology commonly used in charting
    b. legal aspects of the chart
    c. general rules for charting
4. Show examples of charting for various procedures.
5. Have students role play performing various treatments and have all students chart the treatment.
6. Evaluate the students' charting of various treatments using the achievement indicators as a guide
7. Administer a quiz related to this task and evaluate the results.

**DUTY/TASK NUMBER** B17

| Tools and/or Equipment | Conditions |
|---|---|
| Chart<br>Forms pertinent to the treatment performed (example - graphic records, nursing notes, lab forms, etc.). | Given information regarding treatments performed to be charted |

**Criteria** Competence in the task will be recorginzed when treatments are documented in a client's chart according to the institution's procedure and the achievement indicators listed.

# Curriculum Worksheet

Duty No. B Task No. 18

**Duty** Performing Activities Related to Observing/Recording/Reporting/Planning

**Task** Chart information relevant to a clinet's health needs using standard medical/dental terminology to document a client's health care status.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Obtained a chart - | ____ | ____ |
| 2. Located correct chart form for recording information regarding the client's health needs - | ____ | ____ |
| 3. Wrote information regarding client's health needs in prescribed manner - | ____ | ____ |
| 4. Signed chart entry per institutional policy - | ____ | ____ |
| 5. Returned chart to designated area - | ____ | ____ |

## References & Resources

See Bibliography - #4, #8, #13, and #16

**DUTY/TASK NUMBER** B18

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references for this task. | 1. Provide resources and references for this task. |
| 2. Observe and/or participate in a simulated client situation and chart appropriate information. | 2. Prepare and present to learner condensed medical words and abbreviation lists. |
| 3. From a list of a client's complaints and symptoms' provide the correct medical/dental terminology. | 3. Demonstrate charting complaints and symptoms. |
| 4. Chart observations of various simulated bodily discharges and pictures of different physical signs provided in class. Have your charting evaluated. | 4. Provide written and/or role play situations from which information can be obtained for charting. |
| | 5. Evaluate students' completed charting entries using the achievement indicators as a guide. |

**DUTY/TASK NUMBER** B18

| Tools and/or Equipment | Conditions |
|---|---|
| Chart<br>Medical Dictionary<br>Medical/dental history sheet<br>Forms pertinent to client's complaint | Given information relevant to a client's health needs |

**Criteria** Competence in the task will be recognized when information relevant to the health needs of a client is documented in the chart according to the institution's procedures and the achievement indicators listed.

# Curriculum Worksheet

Duty No. B

Task No. 19

**Duty** Performing Activities Related to Observing/Recording/Reporting/Planning

**Task** Chart recurrent data using the institution's approved form(s) to record accurate information about a client, such as weight, diet, I & O, activity, etc.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Selected data to be charted - | | |
| 2. Located specified form on client's chart for the data - | | |
| 3. Wrote in data in prescribed manner - | | |
| 4. Noted any unusual deviations from preceding data - | | |
| 5. Replaced chart in designated area - | | |
| 6. Reported any unusual deviations from preceding data - | | |

## References & Resources

See Bibliography - #34
Charting Filmstrip - Trainex
Institutional Procedure Manuals

**DUTY/TASK NUMBER** B19

## Student Learning Activities

1. Read assigned resources and references on charting.
2. View filmstrip on charting.
3. View transparencies related to the task.
4. Record information on institutional forms provided. Have the forms evaluated.
5. Discuss deviations noted from previously recorded materials in small groups.
6. Demonstrate proficiency on a quiz related to this task.

## Teacher Activities

1. Provide the resources and reference related to this task.
2. Set up and present audio-visual materials.
3. Make transparencies of samples of various data sheets which may be found on a chart and discuss in class.
4. Provide sample data to be used on forms.
5. Demonstrate gathering and recording various types of recurrent data.
6. Discuss deviations in data that should be noted and reported.
7. Give the students a quiz related to this task and evaluate the results.
8. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

# Curriculum Worksheet

Duty No. B

Task No. 20

**Duty** Performing Activities Related to Observing/Recording/Reporting/Planning

**Task** Graph vital signs using the institution's approved form(s) to maintain a client's medical record.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Gathered data needed for graphic sheet - | ____ | ____ |
| 2. Selected current graphic sheet from client's record/chart - | ____ | ____ |
| 3. Wrote information and data in prescribed manner - | ____ | ____ |
| 4. Returned client's record/chart containing graphic sheet to designated area - | ____ | ____ |

## References & Resources

Charting Filmstrip --Trainex
Institutional Procedure Manuals

**DUTY/TASK NUMBER** B20

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references on the task.<br>2. View filmstrip on charting.<br>3. View transparencies illustrating procedure.<br>4. Graph four different sets of vital signs on the forms provided. Have forms evaluated by instructor. | 1. Provide resources and references on this task.<br>2. Set up and present audio-visual materials related to this task.<br>3. Collect/provide graphic sheets from various institutions rulers and colored pens if needed.<br>4. Make transparencies illustrating proper graphing of a series of vital signs reading. Discuss graphing procedure using transparencies.<br>5. Fill in series of vital signs readings on forms from several institution and display them in the classroom.<br>6. Provide students with sample vital signs readings to be graphed.<br>7. Evaluate a student's demonstration of the task using the achievement indicators as a guide. |

**DUTY/TASK NUMBER** B20

| Tools and/or Equipment | Conditions |
|---|---|
| Graphic sheets<br>Pens - colored<br>Filmstrip on charting and projector<br>Overhead projector<br>Transparencies | Given vital signs readings needing graphing |

**Criteria** Competence in the task will be recognized when a client's vital signs are graphed according to the institution's procedure and the achievement indicators listed.

# Curriculum Worksheet

Duty No. B

Task No. 21

**Duty** Performing Activities Related to Observing/Recording/Reporting/Planning

**Task** Monitor access to a client's chart using a knowledge of an institution's personnel and procedures to protect the confidential information of a client.

## Pre-Test (Same as Achievement Indicators)

The learner: Yes No

1. Assembled charts in designated area - ____ ____
2. Sorted charts and stored in designated area - ____ ____
3. Determined who may review a client's chart per institutional policy - ____ ____
4. Protect against unauthorized chart use per institutional policy - ____ ____
5. Reported any unauthorized person(s) reviewing charts to a supervisor - ____ ____

## References & Resources

See Bibliography - #13, #16, and #30

DUTY/TASK NUMBER B21

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references for this task.<br>3. Participate in group activities to gain the skill of determining who officially can have access to client's charts.<br>4. Verbalize or write the responsibilities of the ward clerk in regard to the client's chart.<br>5. For extra credit: research the legal responsibilities of the ward clerk/hospital for the client's chart. | 1. Provide resources and references related to this task.<br>2. Present a lecture and/or make cassette tape on this topic.<br>3. Write module on the medical record. Keep module updated with any new information.<br>4. Develop and monitor large/small group activities (role playing) which will assist the student to gain this skill of determining who can have access to charts.<br>5. Establish guidelines and areas to be covered in paper for extra credit. |

**DUTY/TASK NUMBER** B21

| Tools and/or Equipment | Conditions |
|---|---|
| Chart rack (holder)<br>Charts<br>Written rules/regulations regarding confidentiality of and authorized access to client's charts<br>Printed form for keeping a written record of all charts. | Given access to a client's chart |

**Criteria** Competence in the task will be recognized when the confidential information in a client's chart is available only to authorized persons according to state laws, institutional policy, and the achievement indicator's listed.

# Curriculum Worksheet

Duty No. B

Task No. 22

**Duty** Performing Activities Related to Observing/Recording/Reporting/Planning

**Task** Post a client's diagnostic reports using the completed report form and a client's record/chart to provide test results for appropriate personnel.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Separated the diagnostic reposts of a client from those of other clients per institutional policy - | ____ | ____ |
| 2. Sorted diagnostic reports of a client according to type of test performed - | ____ | ____ |
| 3. Located specified area of client's record/chart for diagnostic reports - | ____ | ____ |
| 4. Placed diagnostic reports in the record/chart in prescribed manner - | ____ | ____ |
| 5. Replaced record/chart in designated area - | ____ | ____ |

## References & Resources

See Bibliography - #4

Introduction to Nursing Care, Johnson and Johnson

**DUTY/TASK NUMBER** B22

## Student Learning Activities

1. Read assigned resources and references related to this task.
2. Observe lecture/demonstration of the skill.
3. Perform simulated tasks on charting procedures.
   a. working in pairs, sort test results according to type of test performed.
   b. working in pairs, post reports on charts according to prescribed procedures.
4. Practice using the medical dictionary -- working in pairs, drill each other on medical terms and abbreviations.

## Teacher Activities

1. Provide resources and references for this skill.
2. Present a lecture on the importance of accurate charting of tests.
3. Use overhead to illustrate type of report form used for various diagnostic tests.
4. Demonstrate charting procedures:
   a. separating forms into various types of reports
   b. entering progress reports
   c. attaching lab reports to charts
5. Demonstrate use of medical dictionary:
   a. increase medical terminology
   b. use of standard medical abbreviations
6. Arrange for speaker to bring representative samples of charting methods for students viewing.
7. Evaluate a student's demonstration of this skill using the achievement indicators as a guide.

**DUTY/TASK NUMBER** B22

| Tools and/or Equipment | Conditions |
|---|---|
| Simulated client record<br>Variety of test report forms<br>Medical history sheets<br>Progress notes<br>Chart with standard medical abbreviations | Given a client's diagnostic reports to be posted |

**Criteria** Competence in the task will be recognized when the client's diagnostic tests are posted according to the procedure of the institution and the achievement indicators listed.

# Curriculum Worksheet

Duty No. B

Task No. 23

**Duty** Performing Activities Related to Observing/Recording/Reporting/Planning

**Task** Record information using an appropriate form to document an incident in a clinical area.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Obtained written and/or oral reports from all persons involved in the incident - | ____ | ____ |
| 2. Obtained form(s) used for documenting incidents - | ____ | ____ |
| 3. Filled in all areas of the form(s) with the information required in prescribed manner - | ____ | ____ |
| 4. Obtained signatures on form per institutional policy - | ____ | ____ |
| 5. Filed form(s) in designated area - | ____ | ____ |

## References & Resources

See Bibliography - #11, #14, and #15

**DUTY/TASK NUMBER** B23

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references for this task. | 1. Provide the resources and references for this task. |
| 2. Attend a lecture/discussion on legal and ethical responsibilities when an individual has an accident in a clinical facility. | 2. Present a lecture/discussion on legal and ethical responsibilities when an individual has an accident in a clinical facility. |
| 3. Fill in module on accidents. | |
| 4. Complete the pre/post test on module recording/reporting. | |
| 5. Fill in notes on client's chart about accident/incident using a simulated situation. | |
| 6. Role play an incident and then complete an accident/incident report form on it. Have it evaluated by the instructor. | |

**DUTY/TASK NUMBER** B23

| Tools and/or Equipment | Conditions |
|---|---|
| Manual for institutional policies<br>Patient records or chart<br>Kardex, information guide<br>Incident report form<br>Nurses record - notes | Given a situation where an incident/ accident has occurred |

**Criteria** Competence in the task will be recognized when information is recorded on the designated form(s) to document an incident in the clinical area according to the institution's procedure and the achievement indicators listed.

# Curriculum Worksheet

Duty No. B

Task No. 24

**Duty** Performing Activities Related to Observing/Recording/Reporting/Planning

**Task** Search a client's Kardex using a knowledge of the institution's Kardex format to gain information about a client's health care plan promptly.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Obtained Kardex file - | ___ | ___ |
| 2. Flipped file to specified card of client - | ___ | ___ |
| 3. Scanned card for required information - | ___ | ___ |
| 4. Read required information - | ___ | ___ |
| 5. Replaced Kardex file in designated area - | ___ | ___ |

## References & Resources

Institutional Procedure Manuals

DUTY/TASK NUMBER B24

## Student Learning Activities

1. Read assigned resources and references for the task.
2. Obtained a mock assignment from instructor. Review a Kardex card to obtain pertinent information related to the assignment. Have the instructor verify the accuracy of your information.
3. From a Kardex card obtain the following information on a client:
    a. diet
    b. activity
    c. current treatments
    d. diagnosis
    e. age
    f. physician's name

## Teacher Activities

1. Provide resources and references related to this task.
2. Obtain Kardex and set up a mock "team" of clients. Completing the Kardex information cards.
3. Write mock assignments for students.
4. Conduct individual/group discussion regarding information obtained.
5. Verify recorded information with student to determine accuracy.

DUTY/TASK NUMBER B24

| Tools and/or Equipment | Conditions |
|---|---|
| Kardex<br>Complete set Kardex information cards | Given a Kardex to gain information about a client's health care plan |

**Criteria** Competence in the task will be recognized when a client's Kardex is searched and specific information is located promptly while maintaining the confidentiality of the information according to the achievement indicators listed.

# Curriculum Worksheet

Duty No. B

Task No. 25

**Duty** Performing Activities Related to Observing/Recording/Reporting/Planning

**Task** Evaluate equipment using a knowledge of the purposes of the equipment and/or the input of other personnel to report service/repair needs.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Reviewed current service contracts on a scheduled basis - | | |
| 2. Assembled equipment - | | |
| 3. Inspected equipment for repair, routine service, or maintenance needs in prescribed manner - | | |
| 4. Recorded/reported needs per institutional policy - | | |

## References & Resources

DUTY/TASK NUMBER B25

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Check equipment for proper function performing a skill. | 1. Direct students to check the performance of any equipment they use. |
| 2. Review operator's manuals on display and when using equipment. | 2. Provide operator's manuals for equipment the students are using. |
| 3. Identify the appropriate department to whom equipment repair should be referred within different health facilities. | 3. Discuss with students the departments to whom equipment repair should be directed in different facilities. |
| 4. Fill out an equipment repair form and have it checked for accuracy. | 4. Demonstrate how to correctly complete an equipment repair form. |
|  | 5. Evaluate a student's completed equipment repair form. |

**DUTY/TASK NUMBER** B25

| Tools and/or Equipment | Conditions |
|---|---|
| Operator's manual of different equipment<br>Equipment repair forms | Given equipment in need of repair |

**Criteria** Competence in the task will be recognized when repair, routine service, or maintenance needs of equipment are identified according to the institution's procedure, manufacturer's guidelines, and the achievement indicators listed.

# Curriculum Worksheet

Duty No. B

Task No. 26

**Duty** Performing Activities Related to Observing/Recording/Reporting/Planning

**Task** Report service/repair needs using the appropriate form and/or communication channels to alert the appropriate department.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Obtained form used to note repair, routine service, or maintenance needs of equipment - | | |
| 2. Filled in form in prescribed manner - | | |
| 3. Notified agents/maintenance department of needs per institutional policy - | | |
| 4. Set appointed time for repair or service to be done - | | |

## References & Resources

**DUTY/TASK NUMBER** B26

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Check equipment for proper function performing a skill. | 1. Direct students to check the performance of any equipment they use. |
| 2. Review operator's manuals on display and when using equipment. | 2. Provide operator's manuals for equipment the students are using. |
| 3. Identify the appropriate department to whom equipment repair should be referred within different health facilities. | 3. Discuss with students the departments to whom equipment repair should be directed in different facilities. |
| 4. Fill out an equipment repair form and have it checked for accuracy. | 4. Demonstrate how to correctly complete an equipment repair form. |
|  | 5. Evaluate a student's completed equipment repair form. |

**DUTY/TASK NUMBER** B26

| Tools and/or Equipment | Conditions |
|---|---|
| | |

**Criteria** Competence in the task will be recognized when the appropriate department is alerted of the repair, routine service, or maintenance needs of equipment according to the institution's procedure and the achievement indicators listed.

# Curriculum Worksheet

Duty No. B

Task No. 27

**Duty** Performing Activities Related to Observing/Recording/Reporting/Planning

**Task** Write an insurance request using the appropriate form to arrange client's payment for service.

## Pre-Test (Same as Achievement Indicators)

The learner:

| | Yes | No |
|---|---|---|
| 1. Obtained insurance card from client - | ___ | ___ |
| 2. Obtained insurance form - | ___ | ___ |
| 3. Filled in information in prescribed manner - | ___ | ___ |
| 4. Obtained any designated signatures - | ___ | ___ |
| 5. Routed form per institutional policy to assure coverage for services rendered - | ___ | ___ |

## References & Resources

Insurance forms from insurance companies
Procedure manual from business offices of institution
Business office procedures for medical assistant
Insurance Forms for Medical Assistants - Caldence
Insurance Forms for Dental Assistants - Caldence

DUTY/TASK NUMBER B27

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references for this task. | 1. Provide resources and references related to this task. |
| 2. Attend a lecture/discussion related to this task. | 2. Present a lecture/discussion which may include:<br>a. general policies regarding completion of insurance forms<br>b. laws related to completion of insurance forms |
| 3. Review insurance forms. | 3. Obtain insurance forms from various insurance companies and sample insurance cards. |
| 4. Observe demonstration on filling out forms by instructor. | 4. Obtain business procedure manuals from institution and coding materials |
| 5. Complete insurance forms giving sample client information. | 5. Make transparencies of forms using overhead projector. Demonstrate completion of forms. |
| 6. Verify with instructor the correctness of filled out forms. | 6. Conduct individual/group discussion regarding completion of forms. |
|  | 7. Verify correctness of completed forms through verbal or written test. |

DUTY/TASK NUMBER B27

| Tools and/or Equipment | Conditions |
|---|---|
| Insurance forms from various institutions<br>Sample insurance cards<br>Coding manuals<br>Transparencies<br>Overhead projector | Given a client to arrange payment for service |

**Criteria** Competence in the task will be recognized when arrangements are made for a client's insurance company to pay for services rendered complying with all legal requirements and including all required information according to the institution's policy and the achievement indicators listed.

# Curriculum Worksheet

Duty No. B Task No. 28

**Duty** Performing Activities Related to Observing/Recording/Reporting/Planning

**Task** Perform procedure using the appropriate form, equipment, and resources to admit a client to a clinical area.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Arranged equipment and supplies in clinical unit so it was ready for utilization by a client - | ____ | ____ |
| 2. Assembled equipment and form(s) needed for admissions - | ____ | ____ |
| 3. Washed hands - | ____ | ____ |
| 4. Identified client - | ____ | ____ |
| 5. Explained admission procedure to assure cooperation of client - | ____ | ____ |
| 6. Screened client from view of others if necessary - | ____ | ____ |
| 7. Admitted client to clinical area in prescribed manner - | ____ | ____ |
| 8. Positioned client and equipment to assure comfort and safety of client - | ____ | ____ |
| 9. Cleaned and replaced equipment per institutional policy - | ____ | ____ |
| 10. Recorded/reported procedure and observations per institutional policy - | ____ | ____ |

## References & Resources

See Bibliography - #3 and #35-
Admission and Discharge Filmstrip - Trainex
Introduction to Nursing Care, Johnson and Johnson

**DUTY/TASK NUMBER** B28

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned references related to this task. | 1. Provide resources and references related to this task. |
| 2. View the audio-visual materials related to this task. | 2. Set up audio-visual materials related to this task. |
| 3. Attend a lecture/discussion on the subject. | 3. Present a lecture/discussion related to this task. |
| 4. Observe a demonstration of an admission. | 4. Obtain admission forms from various health care facilities. |
| 5. Review various completed and blank admission forms. | 5. Demonstrate the admission procedure and the use of the admission forms. |
| 6. Admit two "patients" and complete two different admission forms. Have completed forms checked by instructor. | 6. Evaluate a student's performance of the achievement indicators as a guide. |

**DUTY/TASK NUMBER** B28

| Tools and/or Equipment | Conditions |
|---|---|
| Filmstrip and viewing equipment<br>Overhead projector<br>Admission forms<br>Client unit | Given a client to admit to a clinical area |

**Criteria** Competence in the task will be recognized when a client is admitted to a clinical area according to the institution's procedure and the achievement indicators listed.

# Curriculum Worksheet

Duty No. B

Task No. 29

**Duty** Performing Activities Related to Observing/Recording/Reporting/Planning

**Task** Secure a client's valuables using available resources to prevent harm or loss.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Assembled valuables - | ____ | ____ |
| 2. Obtained container for valuables and form to record them - | ____ | ____ |
| 3. Listed/described valuables in prescribed manner - | ____ | ____ |
| 4. Placed valuables in container in prescribed manner - | ____ | ____ |
| 5. Obtained any required signatures - | ____ | ____ |
| 6. Routed valuables to designated area per institutional policy - | ____ | ____ |
| 7. Recorded/reported transaction per institutional policy - | ____ | ____ |

## References & Resources

See Bibliography - #3 and #35
Institutional Procedure Manual

**DUTY/TASK NUMBER** B29

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read resources and references related to the task.<br>2. Attend a lecture/discussion related to this task.<br>3. Complete valuables form using a set of simulated valuables.<br>4. Collect, list, and prepare for deposit the valuables of 2-3 students in class. | 1. Provide resources and references related to the task.<br>2. Present a lecture/discussion related to this task which may include:<br>a. discussion of the legal implications of handling valuables within a health care agency/institution.<br>b. discussion of what to do when a client insists on keeping valuables with him/her.<br>3. Obtain "valuables" envelopes and forms from various institutions.<br>4. Demonstrate procedure using a set of simulated valuables.<br>5. Check completed forms/envelopes of students using the achievement indicators as a guide. |

**DUTY/TASK NUMBER** B29

| Tools and/or Equipment | Conditions |
|---|---|
| "Valuables" envelopes<br>"Valuables" forms from a variety of institutions | Given a client with valuables to secure |

**Criteria** Competence in the task will be recognized when the valuables of a client are secured according to the institution's policies and procedures and the achievement indicators listed.

# Curriculum Worksheet

Duty No. B

Task No. 30

## Duty

Observing/Recording/Reporting/Planning

## Task

Perform procedure using a directive from a supervisor and appropriate equipment and resources to transfer a client from one designated area to another.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Obtained requests for transfer - | ____ | ____ |
| 2. Washed hands before and after procedure - | ____ | ____ |
| 3. Explained transfer procedure to assure cooperation of client - | ____ | ____ |
| 4. Assembled equipment, items and form(s) needed to transfer client per institutional policy - | ____ | ____ |
| 5. Transported client and any equipment and items in prescribed manner - | ____ | ____ |
| 6. Introduced client to new environment in prescribed manner - | ____ | ____ |
| 7. Positioned client and equipment to assure comfort and safety of client - | ____ | ____ |
| 8. Cleaned and replaced equipment per institutional policy - | ____ | ____ |
| 9. Recorded/reported transfer per institutional policy - | ____ | ____ |

## References & Resources

DUTY/TASK NUMBER B30

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references on transfer procedure. | 1. Provide resources and references related to this task. |
| 2. View audio-visual materials on the proper use of a wheelchair and stretcher. | 2. Set-up and present audio-visual materials on the proper use of a wheelchair and stretcher. |
| 3. Observe a demonstration of the task. | 3. Present a discussion of the procedure for transferring clients from one area to another. Demonstrate the task. |
| 4. Practice manipulation of a wheelchair and stretcher with a fellow student role-playing a client. | 4. Provide samples of correctly completed forms used in the transfer procedure. |
| 5. List the steps necessary to correctly transfer a client from:<br>a. one clinical area to another<br>b. a clinical area to x-ray<br>c. a clinical area to physical therapy | 5. Provide simulated situations for students to practice the transfer of a "client" from a clinical area to another area of a health facility. |
| 6. In a simulated situation, transfer a classmate to "x-ray", "physical therapy", or another clinical unit. Fill out the proper forms needed to complete the transfer. | 6. Evaluate a student's performance on transfer procedure in a simulated or real clinical situation using the achievement indicators as a guide. |
| 7. Demonstrate the task satisfactorily for an evaluator. | |

**DUTY/TASK NUMBER** B30

| Tools and/or Equipment | Conditions |
|---|---|
| Wheelchair<br>Stretcher<br>Supplies from a client unit as robe, slippers, suitcase, plants, hygiene items<br>Chart<br>Special equipment as vaproizer, suction machine, etc.<br>Medications | Given a "client" needing to be transferred from one area to another |

**Criteria** Competence in the task will be recognized when a client is transferred from one clinical area to another according to the institution's procedure and the acheivement indicators listed.

# Curriculum Worksheet

Duty No. ____ Task No. ____

**Duty** Performing Activities Related to Observing/Recording/Reporting/Planning

**Task** Perform a procedure using a directive from a supervisor and appropriate equipment and resources to discharge a client from a clinical area.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Read supervisor's order for discharge - | ____ | ____ |
| 2. Washed hands before and after procedure - | ____ | ____ |
| 3. Identified client - | ____ | ____ |
| 4. Explained discharge procedure to assure cooperation of the client - | ____ | ____ |
| 5. Assured client had any discharge instructions and any client questions were answered - | ____ | ____ |
| 6. Prepared client to exit clinical area in prescribed manner - | ____ | ____ |
| 7. Transported client to designated exit per institutional policy - | ____ | ____ |
| 8. Prepared unit used by client for next client per institutional policy - | ____ | ____ |
| 9. Recorded/reported discharge per institutional policy - | ____ | ____ |

## References & Resources

Institutional Policy Book

**DUTY/TASK NUMBER** B31

## Student Learning Activities

1. Read the assigned resources and references for this task.
2. Attend a lecture/discussion related to this task.
3. Attend a demonstration of this task.
4. View audio-visual materials related to the proper use of a wheelchair and stretcher.
5. Practice transporting client using a wheelchair or stretcher.
6. Simulate gathering client's belongings, valuables, medicines and pack them.
7. Fill in necessary form(s) to complete the discharge. Have the forms checked for accuracy.
8. Demonstrate the task satisfactorily for an evaluator.

## Teacher Activities

1. Provide resources and references related to this task.
2. Present a lecture/discussion of the task including information on departments to be notified and forms to be completed during discharge.
3. Set up and present audio-visual materials on the proper use of a wheelchair and stretcher.
4. Demonstrate the proper use of a wheelchair and/or stretcher.
5. Demonstrate how to assemble simulated client's belongings, medicines, etc.
6. Demonstrate a discharge of a simulated client.
7. Provide sample form(s) to be filled out with discharge.
8. Evaluate a student's demonstration of the task using the achievement indicators as a guide.
9. Prepare simulated situations involving discharge.

**DUTY/TASK NUMBER** B31

| Tools and/or Equipment | Conditions |
|---|---|
| Client's belongings:<br>Personal items<br>Medications<br>Equipment<br>Wheelchair<br>Stretcher<br>Discharge form(s) | Given a client to be discharged |

**Criteria** Competence in the task will be recognized when the client is discharged from a clinical area according to the institution's procedure and the achievement indicators listed.

# Curriculum Worksheet

Duty No. B

Task No. 32

**Duty** Performing Activities Related to Observing/Recording/Reporting/Planning

**Task** Prepare a roster using the census form of the institution to maintain a clinical record of clients.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Obtained required form - | | |
| 2. Scanned form for information needed - | | |
| 3. Assembled data requested - | | |
| 4. Wrote in required information in prescribed manner - | | |
| 5. Obtained any signatures if necessary - | | |
| 6. Routed form per institutional policy - | | |

## References & Resources

See Bibliography - #10 and #34
Massachusetts General Hospital Manual of Nursing Procedures

**DUTY/TASK NUMBER** B32

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read the assigned reference. | 1. Provide the assigned reference. |
| 2. Attend a lecture discussion on what information is necessary for census roster. | 2. Present a lecture/discussion on this task. |
| 3. Prepare information to go on roster. | 3. Demonstrate the proper method of entering information on a roster form. |
| 4. Prepare three rosters using different formats and have them evaluated. | 4. Prepare and display sample rosters. |
| | 5. Provide a variety of roster forms and data needed to do them. |
| | 6. Evaluate student's completed rosters. Using the achievement indicators as a guide. |

**DUTY/TASK NUMBER** B32

| Tools and/or Equipment | Conditions |
|---|---|
| Roster forms | Given a roster for client census |

**Criteria** Competence in the task will be recognized when an accurate roster of clients has been prepared according to the institution's procedure and the achievement indicators listed.

# Curriculum Worksheet

Duty No. B

Task No. 33

**Duty** Performing Activities Related to Observing/Recording/Reporting Planning

**Task** Perform post mortem care using appropriate resources and equipment to prepare the body for discharge complying with legal constraints.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Assembled equipment and supplies - | | |
| 2. Washed hands before and after procedure - | | |
| 3. Screened body from view of others - | | |
| 4. Prepared body for transport to the mortuary in prescribed manner - | | |
| 5. Identified body in prescribed manner - | | |
| 6. Transported body to morgue/mortuary per institutional policy - | | |
| 7. Recorded/reported post mortem care per institutional policy - | | |

## References & Resources

See Bibliography - #10 and #34
Massachusetts General Hospital Manual of Nursing Procedures

**DUTY/TASK NUMBER** B33

## Student Learning Activities

1. Read the assigned resources and references.
2. Attend a lecture/discussion related to this task.
3. Observe a demonstration of the task.
4. Discuss in small groups reactions to death.
5. Assemble equipment needed to do post mortem care and explain their function.
6. Fill in identification tags.
7. Perform post mortem care on a mannikin satisfactorily for an evaluator.
8. Tour a morgue.
9. Tour a funeral home.

## Teacher Activities

1. Provide resources and references related to this task.
2. Arrange for a grief counselor to speak on death and dying.
3. Monitor a students' group discussion of reactions to death and giving post mortem care.
4. Demonstrate post mortem care on a mannikin.
5. Evaluate students' post mortem care on a mannikin using the achievement indicators as a guide.
6. Arrange for a tour of a morgue and/or funeral home.

**DUTY/TASK NUMBER** B33

| Tools and/or Equipment | Conditions |
|---|---|
| Shroud<br>Stretcher<br>Post mortem form(s)<br>Release form(s)<br>Mannikin | Given a deceased person |

**Criteria** Competence in the task will be recognized when post mortem care is performed to prepare body for discharge according to the institution's procedure and the achievement indicators listed.

# Curriculum Worksheet

**Duty** Performing Activities Related to Observing/Recording/Reporting/Planning

**Task** Report unethical behavior of others using the appropriate channel of communication to maintain high standards of health care.

**Duty No.** B **Task No.** 34

**Pre-Test** (**Same as Achievement Indicators**)

| The learner: | Yes | No |
|---|---|---|
| 1. Reviewed the institution's guidelines of ethical behavior for health care personnel - | ____ | ____ |
| 2. Reported unethical behavior observed in others to the supervisor maintaining confidentiality of the information - | ____ | ____ |

**References & Resources**

DUTY/TASK NUMBER B34

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read the assigned resources and references. | 1. Provide resources and references related to this task. |
| 2. Read A.N.A. Code of ethics for registered nurses and/or L.P.N. code of ethics. | 2. Provide copies of LPN Code of Ethics and ANA Code of Ethics. |
| 3. View audiovisual materials on ethics. | 3. Set up and present audio-visual materials on ethics. |
| 4. Discuss in a group examples of ethical conduct/misconduct. | 4. Provide the students with examples of ethical/unethical behavior in the clinical setting and facilitate a discussion about them. |
| 5. Discuss in a group actions to be taken when unethical behavior is observed. | 5. Evaluate student/critique discussions, role-playing using the achievement indicators as a guide. |
| 6. Write a personal code of ethics. | 6. Administer a quiz related to this task and evaluate the results. |
| 7. Roleplay ethical/unethical situations. | |
| 8. Demonstrate proficiency on a quiz related to this task. | |

**DUTY/TASK NUMBER** B34

| Tools and/or Equipment | Conditions |
|---|---|
| Filmstrip projector<br>Cassette tape player | Given a situation involving unethical behavior of others |

**Criteria** Competence in the task will be recognized when the unethical behavior of others is reported according to the institution's or training program's policies and the achievement indicators listed.

# Curriculum Worksheet

**Duty No.** B **Task No.** 35

**Duty** Performing Activities Related to Observing/Recording/Reporting/Planning

**Task** Report illegal behavior of others using the appropriate channel of communication to maintain high standards of health care.

**Pre-Test** **(Same as Achievement Indicators)**

| The learner: | Yes | No |
|---|---|---|
| 1. Reviewed the institution's behaviro policies for health care personnel - | ____ | ____ |
| 2. Reported illegal behavior observed in others to the supervisor in prescribed manner maintaining the confidentiality of the information - | ____ | ____ |

**References & Resources**

See Bibliography - #10 and #34
Massachusetts General Hospital Manual of Nursing Procedures

**DUTY/TASK NUMBER** B35

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references related to this task. | 1. Provide resources and references related to this task. |
| 2. View the audio-visual materials related to this task. | 2. Set up and present audio-visual materials related to this task. |
| 3. List possible illegal situations involving health care workers. | 3. Provide behavior policy from institutional policy book. |
| 4. Discuss in small groups behavior policies for health care personnel. | 4. Write situations involving illegal acts of a health care worker to stimulate small group discussion. |
| 5. Discuss in small groups appropriate action to be taken when illegal behavior is observed. | 5. Evaluate the students' discussion of illegal situations and the actions to be taken using the achievement indicator's as a guide. |
| 6. Role-play simulated illegal situations and actions to take when they occur. | 6. Arrange for a lawyer to address the class on litigation procedures when illegal acts by a health care worker occur. |
| 7. Demonstrate proficiency on a quiz related to this task. | 7. Administer the students a quiz related to this task and evaluate the results. |

**DUTY/TASK NUMBER** B35

| Tools and/or Equipment | Conditions |
|---|---|
|  | Given a health care worker involved in illegal behavior |

**Criteria** Competence in the task will be recognized when the illegal behavior of others is reported according to the institution's or training program's policies and the achievement indicators listed.

# Curriculum Worksheet

Duty No. C

Task No. 1

**Duty** Performing Activities Related to Safety

**Task** Instruct a client receiving oxygen therapy about safety precautions to follow using appropriate materials and a knowledge of oxygen therapy to promote a safe environment.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Assembled materials - | ____ | ____ |
| 2. Identified client - | ____ | ____ |
| 3. Explained safety precautions concerning oxygen therapy to client in prescribed manner - | ____ | ____ |
| 4. Answered any questions client had about instructions - | ____ | ____ |

## References & Resources

See Bibliography - #35

Being a Nursing Aide (2nd edition), Hospital Research and Education Trust, 1978, pp. 91-94.

Principles and Practices of Nursing Care, Donna Ketchum, Gregg Division-McGraw Hill, 1976, p. 299.

DUTY/TASK NUMBER C1

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references which discuss safety precautions while receiving oxygen therapy. | 1. Assemble resources and references which discuss safety precautions which must be observed when patients are receiving oxygen therapy. |
| 2. List/verbalize the safety precautions which must be observed when patients are receiving oxygen. | 2. Demonstrate instructing a client the safety precautions which must be followed when receiving oxygen therapy. |
| 3. Instruct a "client" in the safety precautions which must be followed when receiving oxygen therapy and have your instructions evaluated. | 3. Evaluate lists student compile and or instructions they give a "client" regarding this task using the achievement indicators as a guide. |

DUTY/TASK NUMBER C1

| Tools and/or Equipment | Conditions |
|---|---|
| Precautions signs for oxygen | Given a client receiving oxygen therapy |

**Criteria** Competence in the task will be recognized when a client is instructed about safety precautions when receiving oxygen therapy according to the achievement indicators listed above, the guidelines of the National Fire Prevention Association and/or institute.

# Curriculum Worksheet

Duty No. C

Task No. 2

**Duty** Performing Activities Related to Safety

**Task** Secure siderails in place using manufacturer's guidelines to assure the physical safety of a client.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Washed hands before and after procedures - | ___ | ___ |
| 2. Assessed client's need for siderails per institutional policy - | ___ | ___ |
| 3. Identified client - | ___ | ___ |
| 4. Explained need for siderails to assure cooperation of client - | ___ | ___ |
| 5. Locked siderails in an up position in prescribed manner - | ___ | ___ |
| 6. Positioned equipment to assure safety of the client - | ___ | ___ |
| 7. Reported/recorded procedure per institutional policy - | ___ | ___ |

## References & Resources

See Bibliography - #35
Manufacturer's Guidelines/Instruction Booklet
Part Safety Filmstrip - Trainex

DUTY/TASK NUMBER C2

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references related to this task. | 1. Provide resources and references for this task. |
| 2. Observe a demonstration of the task. | 2. Demonstrate raising/lowering siderails to high, intermediate and low positions. |
| 3. Practice raising siderails to high, intermediate and low positions on three different types of beds. | 3. Evaluate students as they perform the skill using the achievement indicators as a guide. |
| 4. Practice lowering siderails on three or four different types of beds. | |
| 5. Assess a clinical unit for the proper use of siderails on the clients confined to bed. | |
| 6. Demonstrate the task satisfactorily for an evaluator. | |

DUTY/TASK NUMBER C2

| Tools and/or Equipment | Conditions |
|---|---|
| Hospital bed with siderails | Given a hospital bed with siderails |

**Criteria** Competence in the task will be recognized when the siderails are secured in order to assure the safety of a client according to the client's condition, institutional guidelines, legal constraints, and the achievement indicators listed.

# Curriculum Worksheet

Duty No. C

Task No. 3

**Duty** Performing Activities Related to Safety

**Task** Restrain a client using a supervisor's order and appropriate restraining device to prevent harm to a client and/or others.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Checked supervisor's order - | ___ | ___ |
| 2. Washed hands - | ___ | ___ |
| 3. Assembled equipment - | ___ | ___ |
| 4. Identified client - | ___ | ___ |
| 5. Explained the procedure for applying restraints to assure cooperation of client if possible - | ___ | ___ |
| 6. Screened client from view of others if necessary - | ___ | ___ |
| 7. Applied restraints in prescribed manner - | ___ | ___ |
| 8. Positioned client and equipment to assure safety of client - | ___ | ___ |
| 9. Reported/recorded procedure per institutional policy - | ___ | ___ |

## References & Resources

See Bibliography - #35
Massachusetts General Hospital Manual of Nursing Procedures
Institutional Policy/Procedure Manual
Restraining a Part Filmstrip - Trainex

DUTY/TASK NUMBER C3

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references. | 1. Provide resources and references related to this task. |
| 2. Attend a lecture/discussion on the types, uses, and legal implications of restraints. | 2. Set up and present audio-visual materials in class. |
| 3. Attend a demonstration of the task. | 3. Present a lecture/discussion on the types, uses, and legal implications of restraints. |
| 4. View the audiovisual materials related to this task. | 4. Demonstrate applications of various restraints. |
| 5. Practice applying various restraints on another student. | 5. Provide restraints for students. |
| 6. Identify various types of restraints. | 6. Give the students a quiz related to this task and evaluate the results. |
| 7. Practice positioning client and equipment to assure safety. | 7. Evaluate a student's demonstration of the task using the achievement indicators as a guide. |
| 8. Discuss in a group when a particular restraint is appropriate for a client. | |
| 9. Demonstrate proficiency on a quiz related to this task. | |
| 10. Demonstrate the task satisfactorily to an evaluator. | |

**DUTY/TASK NUMBER** C3

| Tools and/or Equipment | Conditions |
|---|---|
| Posey belt<br>Posey vest<br>Mitts<br>Wrist and ankle restraints<br>Safety belts<br>Filmstrip projector and cassette tape player | Given a client who is to be restrained |

**Criteria** Competence in the task will be recognized when restraints are placed on a client to prevent harm to the client or others according to a supervisor's order, institutional procedure, and legal constraints, and the achievement indicators listed above.

# Curriculum Worksheet

Duty No. C Task No. 4

**Duty** Performing Activities Related to Safety

**Task** Cover a client during procedure using appropriate materials to maintain the client's privacy.

**Pre-Test** (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Washed hands before and after procedure - | ___ | ___ |
| 2. Assembled draping materials - | ___ | ___ |
| 3. Identified client - | ___ | ___ |
| 4. Explained position of drape to assure client cooperation - | ___ | ___ |
| 5. Placed drape on client in prescribed manner - | ___ | ___ |

**References & Resources**

See Bibliography - #35

DUTY/TASK NUMBER C4

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned references and resources for this task. | 1. Provide reference and resources for this task. |
| 2. Observe a demonstration of the task. | 2. Demonstrate draping techniques for different types of exams. |
| 3. Discuss types of exams which could be done for certain client positions. | 3. Discuss with students the different types of exams which could be done for certain client positons. |
| 4. Practice draping another for various positions. | 4. Evaluate a student's demonstration of the task using the achievement indicators as a guide. |
| 5. Demonstrate the task satisfactorily to an evaluator. | |

DUTY/TASK NUMBER C4

| Tools and/or Equipment | Conditions |
|---|---|
| Sheet/bath blanket | Given a client to be draped for an examination |

**Criteria** Competence in the task will be recognized when a client's privacy is maintained throughout a procedure by appropriate use of drapes according to the guidelines of the training program or institution and the achievement indicators listed.

# Curriculum Worksheet

Duty No. C Task No. 5

**Duty** Performing Activities Related to Safety

**Task** Identify a client using identification devices to locate the correct client for any specific purpose.

**Pre-Test** (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Went to area where client was expected to be - | ____ | ____ |
| 2. Called client by name or asked client to state his/her name - | ____ | ____ |
| 3. Compared wrist band, bed tag, room number or other identification device to a source which documents information identifying a particular client - | ____ | ____ |

**References & Resources**

**DUTY/TASK NUMBER** C5

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read the assigned references and resources. | 1. Provide resources and references for this task. Administer a pre/post test on importance of correct identification and evaluate the results. |
| 2. Role play identifying a client for a particular purpose, i.e. treatment, transporting to X-Ray, P.T., O.R. | 2. Discuss devices for identification and location of clients. |
| 3. List at least (4) four incidents that could occur from improper identification of a client. | 3. Give examples of how improper clients identification can be detrimental to the patient. |
| 4. Demonstrate proficiency on a quiz related to this task. | 4. Observe students role play identification process, critique and explain area needing improvement. |

**DUTY/TASK NUMBER** C5

| Tools and/or Equipment | Conditions |
|---|---|
| Sample of various types of patient identification and location equipment, i.e. wrist identification bracelet, bed tags, intercom system | Given a client to establish identity of |

**Criteria** Competence in the task will be recognized when the correct client is located for any specific purpose according to institutional policy and procedure and the achievement indicators listed.

# Curriculum Worksheet

**Duty No.** C

**Task No.** 6

**Duty** Perform Activities Related to Safety

**Task** Perform aseptic handwashing techniques using appropriate materials to clean hands.

**Pre-Test** (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Assembled equipment - | ____ | ____ |
| 2. Performed handwashing procedure in prescribed manner - | ____ | ____ |
| 3. Left handwashing area neat and clean - | ____ | ____ |

**References & Resources**

See Bibliography - #6 and #22

DUTY/TASK NUMBER C6

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references related to this task. | 1. Provide resources and references for this task. |
| 2. Attend a lecture/discussion related to this task. | 2. Present a lecture discussion which may include:<br>a. principles of medical asepsis<br>b. methods of contamination<br>c. methods of microbial control<br>d. importance of proper handwashing |
| 3. Attend a demonstration of this task. | 3. Prepare charts demonstrating methods of disease transmission. |
| 4. View audiovisual materials related to this task. | 4. Show and discuss audio-visual materials on handwashing. |
| 5. Demonstrate ways by which organisms spread:<br>equipment to worker<br>patient to patient<br>worker to worker<br>worker to patient | 5. Demonstrate proper procedure for handwashing. |
| 6. Demonstrate handwashing technique satisfactorily for an evaluator. | 6. Make puzzle to reinforce use of vocabulary on asepsis. |
| 7. Demonstrate proficiency on a quiz related to this task. | 7. Evaluate student on proper handwashing techniques using the achievement indicators as a guide. |

**DUTY/TASK NUMBER** C6

| Tools and/or Equipment | Conditions |
|---|---|
| Liquid soap (preferably dispenser)<br>Papertowels/dispenser<br>Wastepaper basket<br>Orange stick<br>Sink (foot, knee, or hand control)<br>Bar soap | Given a situation in which handwashing is appropriate |

**Criteria** Competence in the task will be recognized when hands are cleaned according to the procedures in the training program or institution and the achievement indicators listed.

# Curriculum Worksheet

Duty No. C Task No. 7

**Duty** Performing Activities Related to Safety

**Task** Perform safety measures using appropriate materials and equipment to assure the physical safety of a client and others.

## Pre-Test (Same as Achievement Indicators)

The learner:

| | Yes | No |
|---|---|---|
| 1. Assessed client's environment for safety hazards - | ____ | ____ |
| 2. Corrected any safety hazards identified in the environment in prescribed manner - | ____ | ____ |
| 3. Checked equipment prior to use for any safety hazards - | ____ | ____ |
| 4. Corrected any safety hazards identified in equipment in prescribed manner - | ____ | ____ |
| 5. Positioned equipment in client's environment to assure safety of the client - | ____ | ____ |

## References & Resources

See Bibliography - #10 and #26

DUTY/TASK NUMBER C7

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references. | 1. Provide resources and references related to this task. |
| 2. View audio-visual materials related to this task. | 2. Provide students with different vignettes of client's environment which stress unsafe conditions. |
| 3. Practice/roleplay situations involving conditions which are unsafe for clients and discuss ways to improve them. | 3. Have a safety officer/fire officer give a quest task to the class on safety and fire hazards in a client's environment. |
| 4. List environmental safety hazards which could occur in client's area. | 4. Create a checklist for students to use when assessing client's environment for safety hazards. |
| 5. Assess four client rooms and identify potential or actual safety hazards. Discuss these with a supervisor and help correct identified hazards. | 5. Discuss environmental safety hazards lists. |
| 6. Demonstrate proficiency on a quiz related to this task. | 6. Give the students a quiz related to this task and evaluate the results. |
| 7. Demonstrate the task satisfactorily to an evaluator. | 7. Evaluate student's demonstration of the task using the achievement indicators as a guide. |

**DUTY/TASK NUMBER** C7

| Tools and/or Equipment | Conditions |
|---|---|
| Slippery caution sign<br>Plug with frayed cord<br>Waste basket filled with paper<br>$O_2$ in use sign<br>No smoking sign<br>Oily rags<br>Straps for $O_2$ tanks<br>Fire extinguisher | Given a client whose environment needs to be assessed for safety |

**Criteria** Competence in the task will be recognized when any necessary actions are performed to assure a physically safe environment for a client according to the guidelines of the state and/or institution and the achievement indicators listed.

# Curriculum Worksheet

Duty No. C

Task No. 8

**Duty** Performing Activities Related to Safety

**Task** Prepare a room in which oxygen therapy is being administered using appropriate materials and a knowledge of oxygen therapy to promote a safe environment.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Assembled equipment and materials - | ____ | ____ |
| 2. Identified room for oxygen therapy - | ____ | ____ |
| 3. Prepared room, equipment, and materials in prescribed manner - | ____ | ____ |
| 4. Hung appropriate warning signs in designated areas - | ____ | ____ |

## References & Resources

See Bibliography - #35

Being a Nursing Aide (2nd edition), Hospital Research and Education Trust, 1978, pp. 91-94.

Principles and Practices of Nursing Care, Donna Ketchum, Gregg Division-McGraw-Hill, 1976, p. 299.

**DUTY/TASK NUMBER** C8

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read the resources and references which discuss safety precautions while receiving oxygen therapy. | 1. Assemble materials which discuss safety precautions which must be observed when clients are receiving oxygen therapies. |
| 2. Practice and pass the performance checklist on preparing a room which will be used for oxygen therapy. | 2. Demonstrate preparing a room which will be used for oxygen therapy. |
|  | 3. Prepare a checklist on preparing a room to be used for oxygen therapy. |
|  | 4. Evaluate a student's performance of this task using the achievement indicator's as a guide. |

**DUTY/TASK NUMBER** C8

| Tools and/or Equipment | Conditions |
|---|---|
| "No Smoking" signs<br>Lists of rules or precautions for using or giving oxygen therapy | Given a situation in which a room must be prepared so that oxygen therapy can be administered |

**Criteria** Competence in the task will be recognized when a room is prepared so oxygen can be safely administered in it according to the guidelines of the National Fire Prevention Association and/or institution and the achievement indicators listed.

# Curriculum Worksheet

Duty No. C

Task No. 9

**Duty** Performing Activities Related to Safety

**Task** Perform safety measures using a knowledge of radiation and appropriate equipment and materials to protect self and others from hazards of radiation.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Washed hands before and after procedure - | ____ | ____ |
| 2. Obtained equipment and materials - | ____ | ____ |
| 3. Performed safety measures in prescribed manner - | ____ | ____ |

## References & Resources

See Bibliography - #6, #28, and #30

DUTY/TASK NUMBER C9

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Attend a lecture/discussion related to this task.<br>2. Observe a demonstration of this task.<br>3. Practice seating, positioning "clients".<br>4. Perform the skill satisfactorily for an evaluator.<br>5. Complete a pre and post test on radiography satisfactorily. | 1. Assign resources and references including manufacturer guidelines and the module on radiography.<br>2. Provide resources and references related to this task.<br>3. Demonstrate to the learner safety measures to protect the client.<br>4. Discuss and demonstrate how to operate an x-ray unit.<br>5. Administer a pre/post test on radiography.<br>6. Evaluate a student's performance of this task using the achievement indicators as a guide. |

DUTY/TASK NUMBER C9

| Tools and/or Equipment | Conditions |
|---|---|
| Lead apron<br>Safety badges<br>Manikin (Dexter)<br>Fast film<br>Measuring device<br>Schematic of typical x-ray unit<br>Film holder<br>Locator ring<br>Metal extension<br>Long cone x-ray unit<br>Manufacturer guidelines | Given a client who needs radiographs |

**Criteria** Competence in the task will be recognized when the safety measures are performed while using radiation according to the manufacturer's guidelines, the institution's procedure, and the achievement indicators listed.

# Curriculum Worksheet

Duty No. C Task No. 10

**Duty** Performing Activities Related to Safety

**Task** Clean instruments/equipment using appropriate materials to prepare for use and/or sterilization.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Washed hands before and after procedure - | ____ | ____ |
| 2. Assembled cleaning supplies - | ____ | ____ |
| 3. Prepared soiled equipment/instruments for cleaning in prescribed manner - | ____ | ____ |
| 4. Washed, rinsed, and dried soiled equipment/instruments in prescribed manner - | ____ | ____ |
| 5. Stored clean equipment/instruments in designated area - | ____ | ____ |
| 6. Disposed/replaced cleaning supplies - | ____ | ____ |
| 7. Left work area neat and clean - | ____ | ____ |

## References & Resources

See Bibliography - #4 and #7
Chemical Disinfection and Sterilization Filmstrip - Robert J. Brady Company
Cleaning and Assembling Supplies and Equipment Filmstrip - Robert J. Brady Company

**DUTY/TASK NUMBER** C10

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned references and resources on cleaning instruments and equipment. | 1. Assemble resources and references on cleaning instruments/equipment to prepare for sterilization. |
| 2. View the audio-visual materials on cleaning and assembling supplies and equipment. | 2. Set up and present audio-visual material on how to clean instruments and equipment to prepare them for sterilization. |
| 3. Observe a demonstration on how to properly clean instruments and equipment. | 3. Demonstrate cleaning of instruments and equipment. |
| 4. Practice cleaning the instruments and equipment provided by the instructor. | 4. Prepare packets of instruments and equipment to be cleaned. |
| 5. Demonstrate proficiency on a quiz related to this task. | 5. Give the students a quiz related to this task and evaluate the results. |
| 6. Demonstrate the task satisfactorily to an evaluator. | 6. Evaluate a student's demonstration of the task using the achievement indicators as a guide. |

DUTY/TASK NUMBER C10

| Tools and/or Equipment | Conditions |
|---|---|
| Low-sudsing detergent<br>Stiff brushes<br>Materials/modules on cleaning instruments<br>Basins | Given a situation on which instruments/equipment need to be cleaned for sterilization |

**Criteria** Competence in the task will be recognized when equipment/instruments are cleaned according to the guidelines of the institution or training program and the achievement indicators listed.

# Curriculum Worksheet

Duty No. C Task No. 11

**Duty** Performing Activities Related to Safety

**Task** Package clean equipment, instruments and supplies using appropriate materials to prepare for sterilization.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Washed hands - | | |
| 2. Assembled supplies needed to package equipment, instruments or supplies - | | |
| 3. Assembled equipment, instruments and supplies to be packaged - | | |
| 4. Inserted equipment, instruments, and supplies into bag, envelope, or wrapper in prescribed manner - | | |
| 5. Sealed packages - | | |
| 6. Labeled packages per institutional policy - | | |
| 7. Placed packages in designated area - | | |

## References & Resources

See Bibliography - #4 and #7
Chemical Disinfection and Sterilization Filmstrip - Robert J. Brady Company
Cleaning and Assembling Supplies and Equipment Filmstrip - Robert J. Brady Company

**DUTY/TASK NUMBER** C11

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read and study assigned resources and references on packaging instruments and equipment. | 1. Assemble resources and references on packaging equipment to prepare for sterilization. |
| 2. View the audio-visual materials on packaging. | 2. Set-up and present audio-visual materials on how to package instruments and equipment. |
| 3. Practice packaging the instruments and/or equipment provided. | 3. Demonstrate the packaging of equipment and instruments. |
| 4. Demonstrate the task satisfactorily to an evaluator. | 4. Evaluate a student's demonstration of the task using the achievement indicators as a guide. |

**DUTY/TASK NUMBER** C11

| Tools and/or Equipment | Conditions |
|---|---|
| Autoclave indicator tape<br>Autoclave<br>Disposable wrap paper or cloth wrappings<br>Various instruments or glassware, syringes, envelopes, and labels | Given a situation in which the instruments/supplies need to be packaged before sterilization |

**Criteria** Competence in the task will be recognized when equipment, instruments, and supplies to be sterilized are packaged according to the guidelines of the sterilizer manufacturer and the achievement indicators listed.

# Curriculum Worksheet

Duty No. C Task No. 12

**Duty** Performing Activities Related to Safety

**Task** Sterilize packaged supplies, instruments, and culture media using a steam pressure autoclave to assure usability of the materials.

## Pre-Test (Same as Achievement Indicators)

The learner: Yes No

1. Assembled packaged supplies, culture media, instruments or equipment - ____ ____
2. Selected supplies which could be safely steam pressure autoclaved - ____ ____
3. Loaded packaged materials in prescribed manner - ____ ____
4. Manipulated controls on autoclave in prescribed manner to achieve necessary temperature and time interval - ____ ____
5. Unloaded items from autoclave - ____ ____
6. Stored items per agency policy - ____ ____

## References & Resources

See Bibliography - #6, #12, and #21

**DUTY/TASK NUMBER** C12

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references related to this task. Attend a lecture/discussion related to this task. | 1. Provide references and resources for the task. |
| 2. View audio-visual materials on steam sterilization. | 2. Set up and present audiovisual materials related to the task. |
| 3. Attend a demonstration of the task. | 3. Present a lecture on methods of sterilization. |
| 4. Identify parts of autoclave. | 4. Demonstrate use of different types of sterilizers. |
| 5. Demonstrate safety measures when operating steam sterilizer. | 5. Monitor the learner using steam sterilization. |
| 6. Practice with other students loading and operating the autoclave. | 6. Evaluate a student's demonstration of the task according to the achievement indicators. |
| 7. Perform the task satisfactorily for an evaluator. | |

**DUTY/TASK NUMBER** C12

## Tools and/or Equipment

- Steam sterilizers
  - gravity displacement autoclave
  - pre-vac high vac. high temp. autoclave
  - high-speed/washer sterilizer
  - tray hooks/transfer forceps
  - insulated gloves
  - instrument pans and baskets
  - sterilizing tape and other indicators
  - bacteriological control (spare strips)
  - record charts
  - supplies to be sterilized
- Linens
  - gown
  - tower (hand)
  - lap sheets
  - drape sheets
- Sponges
- Basins
- Syringes, glassware
- Suture material
- Instruments/appliances
- Gloves, rubber goods
- Plastic items
- Wrapping supplies
  - muslin
  - paper
  - nylon
  - cellophane
  - glass
  - plastic
  - impulse sealer
- Screen/projector/film

## Conditions

Given supplies and equipment needing to be autoclaved

**Criteria** Competence in the task will be recognized when the items are sterilized in a steam pressure autoclave according to the guidelines of the manufacturer and the achievement indicators.

# Curriculum Worksheet

Duty No. C

Task No. 13

**Duty** Performing Activities Related to Safety

**Task** Handle sterile items using a knowledge of microbiology and surgical aseptic technique to maintain sterility of equipment.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Washed hands - | ____ | ____ |
| 2. Assembled sterile items - | ____ | ____ |
| 3. Manipulated sterile items in prescribed manner to assure that sterility is maintained throughout procedure - | ____ | ____ |
| 4. Disposed of any contaminated item(s) in prescribed manner during procedure - | ____ | ____ |

## References & Resources

See Bibliography - #29
Sterilization Problems and Techniques - Department of Public Health
Technique is Sterility Control - 3M Company

**DUTY/TASK NUMBER** C13

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references discussing surgical aseptic technique and how to handle sterile supplies and equipment. | 1. Provide resources and references related to this task. |
| 2. Attend lectures and demonstrations illustrating principles of surgical asepsis. | 2. Present a lecture/discussion on the principles of surgical asepsis. |
| 3. View media demonstrating how to set up a sterile field and handle sterile supplies. | 3. Demonstrate how to set up a sterile field and/or perform a sterile procedure. Point out actions which maintain sterility and actions which result in contamination. |
| 4. Watch another student set up a sterile field and/or perform sterile procedure and critique his/her performance. | 4. Have students practice sterile set-up and procedures in pairs or small groups in which they critique the performance of others and are critiques by others. |
| 5. Have another student watch you set up a sterile field and/or do a sterile procedure and critique your performances. | 5. Evaluate students on setting up a sterile field and/or performing a sterile procedure. Using the achievement indicators as a guide. |
| 6. Discuss in small groups actions which maintain sterility and actions which result in contamination of a sterile area. | |
| 7. Pass an evaluation of setting up a sterile field and/or doing a sterile procedure satisfactorily for an evaluator. | |
| 8. Demonstrate proficiency on a quiz related to this task. | |

**DUTY/TASK NUMBER** C13

| Tools and/or Equipment | Conditions |
|---|---|
| Sterile packs<br>Sterile supplies<br>Sterile instruments | Given a situation involving surgical aseptic technique |

**Criteria** Competence in the task will be recognized when the sterility of items is maintained throughout a procedure according to the guidelines of the training program or institution and the achievement indicators listed.

# Curriculum Worksheet

Duty No. C

Task No. 14

**Duty** Performing Activities Related to Safety

**Task** Apply disinfectant using appropriate equipment and chemicals and a knowledge of microbiology and chemistry and medical aseptic technique to remove infectious materials from an item or area.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Washed hands - | ___ | ___ |
| 2. Assembled equipment and disinfectant - | ___ | ___ |
| 3. Assembled items or identified area disinfected - | ___ | ___ |
| 4. Soaked items in disinfectant, swabbed area with disinfectant in prescribed manner - | ___ | ___ |
| 5. Cleaned and replaced equipment - | ___ | ___ |
| 6. Disposed of all disposable items in appropriate containers - | ___ | ___ |
| 7. Placed damaged or broken items in appropriate containers for repair or discarding - | ___ | ___ |
| 8. Washed hands - | ___ | ___ |

## References & Resources

Medical Asepsis Filmstrip- Trainex

DUTY/TASK NUMBER C14

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references related to this task. | 1. Provide resources and references related to this task. |
| 2. Identify the various disinfectants and methods of disinfecting. | 2. Lecture on different methods of disinfection. |
| 3. View the audiovisual materials on disinfection of materials. | 3. Set-up and present the audiovisual materials demonstrating this skill. |
| 4. Observe a demonstration of medical aseptic techniques in application of disinfectant on item or area. | 4. Demonstrate proper disinfecting methods on various types of materials. |
| 5. Practice disinfecting the following:<br>a. surgical instruments<br>b. glass thermometers<br>c. bedpan/urinal<br>d. non-disposable dishes | 5. Administer a quiz related to this task and evaluate the results. |
| 6. Demonstrate proficiency on a quiz related to this task. | 6. Evaluate a student's demonstration of the skill using the achievement indicators as a guide. |
| 7. Demonstrate the task satisfactorily for an evaluator. | |

**DUTY/TASK NUMBER** C14

| Tools and/or Equipment | Conditions |
|---|---|
| Different chemical disinfectants<br>Items to be disinfected<br>Filmstrip/film projector/cassette/ cassette player | Given an item to be disinfected |

**Criteria** Competence in the task will be recognized when items or specified area are disinfected according to specifications in a public health code and/or institution, guidelines of the manufacturer of the disinfectant, and the achievement indicators listed.

# Curriculum Worksheet

Duty No. C

Task No. 15

**Duty** Performing Activities Related to Safety

**Task** Handle sterile items using a knowledge of microbiology and surgical aseptic technique to maintain sterility of equipment.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Washed hands - | ____ | ____ |
| 2. Assembled sterile items - | ____ | ____ |
| 3. Manipulated sterile items in prescribed manner to assure that sterility is maintained throughout procedure - | ____ | ____ |
| 4. Disposed of any contaminated item(s) in prescribed manner during procedure - | ____ | ____ |

## References & Resources

See Bibliography - #34

**DUTY/TASK NUMBER** C15

## Student Learning Activities

1. Read assigned resources and references related to this task.
2. View audio-visual materials related to this task.
3. Review printed sheets listing various types of sterilization and aseptic methods.
4. Practice setting up sterile items without touching sides of any containers or objects outside the sterile field.
5. Practice setting up sterile field with classmate watching very closely to see that the sterile area remains uncontaminated.
6. Practice opening sterile packs and disposable supplies without contaminating the contents.
7. Practice using transfer forceps using aseptic technique.
8. Practice pouring sterile solutions from their containers into a sterile glass or container on the sterile field.
9. Roleplay supervision and evaluate each others aseptic technique by written comment.
10. Culture hands, fingers or table top and discuss the test.
11. Demonstrate proficiency on a quiz related to this task.
12. Demonstrate the task satisfactorily to an evaluator.

## Teacher Activities

1. Provide resources and references related to this task.
2. Set-up and present audio-visual materials related to this task.
3. Present a lecture on "Common Contaminating Bacteria" and "Pathogenic Bacteria".
4. Prepare review sheets on sterilization and aseptic technique methods.
5. Demonstrate casual contamination using ultra violet chalk box.
6. Demonstrate sterile and aseptic technique as it relates to:
    a. opening sterile packs
    b. transferring from one sterile container to another
    c. use of sterile forceps while transferring objects from a liquid
    d. pouring from one sterile container to another.
7. Demonstrate "roleplay" technique.
8. Give the students a quiz related to this task and evaluate the results.
9. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

**DUTY/TASK NUMBER** C15

## Tools and/or Equipment

Incinerator (if available)

Autoclave and/or pressure cooker

Flowing steam sterilizer (if available)

Seitz vacuum filters (optional)

Filtration apparatus

Zephiran or alcohol

Sterile packs

Sterile instruments in chemical agents

Sterile gloves

Sterile disposable supplies (i.e., stich removal kit, prep shave kit, surgical gloves)

Ultra violet light

Ultra violet chalk

## Conditions

Given a sterile object to be used according to aseptic technique

## Criteria

Competence in the task will be recognized when the sterility of items is maintained throughout a procedure according to the guidelines of the training program or institution and the achievement indicators listed.

# Curriculum Worksheet

Duty No. C Task No. 16

**Duty** Performing Activities Related to Safety

**Task** Place a client in isolation using a supervisor's order, knowledge of medical aseptic or surgical aseptic technique, and appropriate materials to protect client, self, or others from infectious diseases.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Read supervisor's order for type of isolation - | | |
| 2. Read instructions in institution's infection control manual for type of isolation ordered - | | |
| 3. Washed hands - | | |
| 4. Assembled equipment and supplies - | | |
| 5. Identified client - | | |
| 6. Explained isolation procedure to assure cooperation of client - | | |
| 7. Arranged equipment and supplies in the client's unit in prescribed manner - | | |

## References & Resources

See Bibliography - #10 and #26
Massachusetts General Hospital Manual of Nursing Procedures
Institution's Infection Control Manual

**DUTY/TASK NUMBER** C16

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references related to this task. | 1. Provide resources and references related to this task. |
| 2. Attend a lecture/discussion related to this task. | 2. Present a lecture/discussion which may include:<br>a. types of isolation<br>b. comparisons of different types of isolation<br>c. purpose of isolation |
| 3. Attend a demonstration of this task. | 3. Set-up and present audio-visual materials demonstrating how to set-up an isolation unit. |
| 4. Explain isolation to a "client". | 4. Provide supplies for various types of isolation. |
| 5. Practice setting up mock isolation unit for the following types of isolation:<br>a. barrier<br>b. respiratory<br>c. enteric<br>d. wound (skin)<br>e. protective | 5. Demonstrate setting up isolation unit for the following types of isolation:<br>a. barrier<br>b. respiratory<br>c. enteric<br>d. wound<br>e. protective |
| 6. Demonstrate proficiency on a quiz related to this task. | 6. Give the students a quiz related to this task and evaluate the results. |
| 7. Demonstrate the task satisfactorily for an evaluator. | 7. Evaluate a student's demonstration of the task using the achievement indicators as a guide. |

**DUTY/TASK NUMBER** C16

| Tools and/or Equipment | Conditions |
|---|---|
| Isolation supplies and equipment<br>Filmstrip projector and cassette tape player | Given a client who is to be put in isolation |

**Criteria** Competence in the task will be recognized when a client is placed in isolation according to the institution's procedure for the type of isolation ordered and the achievement indicators listed.

# Curriculum Worksheet

Duty No. C

Task No. 17

**Duty** Performing Activities Related to Safety

**Task** Put on isolation apparel using appropriate materials and knowledge of medical or surgical aseptic technique to enter an isolation room.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Read instructions to determine apparel needed for the type of isolation specified - | ____ | ____ |
| 2. Washed hands - | ____ | ____ |
| 3. Assembled apparel - | ____ | ____ |
| 4. Put on apparel in prescribed manner - | ____ | ____ |
| 5. Entered client's unit - | ____ | ____ |

## References & Resources

See Bibliography - #35
Principles of Isolation Technique Filmstrip - Trainex

**DUTY/TASK NUMBER** C17

## Student Learning Activities

1. Read the assigned references and resources provided for this task.
2. View the audio-visual presentation on the principles of isolation.
3. Practice donning gown, mask, and glove for entry into the isolation unit.
4. Pass written performance quiz for entering the isolation room.
5. Demonstrate the task satisfactorily for an evaluator.

## Teacher Activities

1. Set-up and present the audio-visual materials on the principles of isolation.
2. Demonstrate the task for the students.
3. Prepare a checklist for gowning to enter the isolation room. Check the list as the student gowns for entering into the unit.
4. Assemble the materials dealing with the isolation room.
5. Provide a simulated performance test for entering the isolation room.
6. Give the students a quiz related to this task and evaluate the results.
7. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

DUTY/TASK NUMBER C17

| Tools and/or Equipment | Conditions |
|---|---|
| Isolation gowns<br>Isolation disposable masks<br>Isolation caps<br>Isolation disposable shoe covers<br>Isolation signs:<br>a. respiratory<br>b. enteric<br>c. strict<br>d. protective<br>e. wound and skin | Given a situation where a student needs to put on isolation apparel before entering an isolation room |

**Criteria** Competence in the task will be recognized when the proper apparel for the type of isolation specified is put on according to the institution's procedure and the achievement indicators listed.

# Curriculum Worksheet

Duty No. C Task No. 18

**Duty** Performing Activities Related to Safety

**Task** Remove isolation apparel using a knowledge of medical or surgical aseptic techniques to exit an isolation room.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Removed isolation apparel in prescribed manner - | ____ | ____ |
| 2. Disposed of isolation apparel in prescribed manner - | ____ | ____ |
| 3. Washed hands at appropriate times - | ____ | ____ |
| 4. Left isolation area - | ____ | ____ |

## References & Resources

See Bibliography - #35
Principles of Isolation Techniques Filmstrip - Trainex

**DUTY/TASK NUMBER** C18

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read the assigned resources and references on the isolation room. | 1. Provide references and resources related to this task. |
| 2. View the audio-visual presentation on the principles of isolation. | 2. Set up and present audio-visual materials on the principles of isolation. |
| 3. Practice removing soiled isolation apparel as you leave the isolation unit. | 3. Demonstrate removal of soiled apparel. |
| 4. Demonstrate proficiency on a quiz related to this task. | 4. Assemble the materials dealing with the isolation unit. |
| 5. Demonstrate the task satisfactorily for an evaluator. | 5. Provide a simulation performance test for removal of soiled apparel. |
|  | 6. Give the students a quiz related to this task and evaluate the results. |
|  | 7. Evaluate a student's demonstration of the task using the achievement indicators as a guide. |

DUTY/TASK NUMBER C18

| Tools and/or Equipment | Conditions |
|---|---|
| Isolation gowns<br>Isolation disposable masks<br>Isolation disposable shoes covers<br>Isolation caps<br>Isolation signs:<br>a. respiratory<br>b. enteric<br>c. strict<br>d. protective<br>e. wound and skin | Given a situation where a student needs to remove isolation apparel before exiting an isolation room. |

**Criteria** Competence in the task will be recognized when isolation apparel is removed according to the institution's procedure for the type of isolation specified and tha achievement indicators listed.

# Curriculum Worksheet

Duty No. C

Task No. 19

**Duty** Performing Activities Related to Safety

**Task** Bag specimens, linens, or dry waste materials using a knowledge of medical aseptic technique to remove them from an isolation unit.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Entered isolation unit in prescribed manner - | ____ | ____ |
| 2. Placed any specimens, linens, or dry waste materials in isolation unit into designated bag in prescribed manner - | ____ | ____ |
| 3. Sealed bag - | ____ | ____ |
| 4. Placed sealed bag into a clean bag held by another person outside the isolation unit - | ____ | ____ |
| 5. Exited from isolation unit in prescribed manner - | ____ | ____ |
| 6. Sealed second bag - | ____ | ____ |
| 7. Labeled second bag per institutional policy - | ____ | ____ |
| 8. Disposed of bag per institutional policy - | ____ | ____ |
| 9. Washed hands at appropriate times - | ____ | ____ |

## References & Resources

See Bibliography - #10
Infection Control Filmstrip - Trainex
Massachusetts General Hospital Manual of Nursing Procedures

DUTY/TASK NUMBER C19

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references related to this task. | 1. Provide resources and references for this task. |
| 2. View audio-visual materials on isolation technique which relates to this task. | 2. Set-up and present audio-visual materials demonstrating this task. |
| 3. Practice removal of sample specimens, linens and simulated dry waste materials form a simulated isolation area. | 3. Demonstrate how to remove sample specimens, linens, and simulated dry waste materials from an isolation area. |
| 4. Discuss in groups how different discharge from an infected area can be transmitted to another area and how proper disposal techniques in isolation procedure prevents this. | 4. Arrange for an infection control nurse to speak to the class on infection control measures. |
| 5. Demonstrate proficiency on a quiz related to this task. | 5. Given the students a quiz related to this task and evaluate the results. |
| 6. Demonstrate the task satisfactorily for an evaluator. | 6. Evaluate a student's demonstration of the task using the achievement indicators as a guide. |

**DUTY/TASK NUMBER** C19

| Tools and/or Equipment | Conditions |
|---|---|
| Gloves<br>Bags<br>Labels<br>Sample specimens | Given materials to be removed from an isolation unit |

**Criteria** Competence in the task will be recognized when specimens, linens, or dry waste materials leaving an isolation unit are bagged according to the institution's procedure for the type of isolation specified and the achievement indicators listed.

# Curriculum Worksheet

Duty No. D

Task No. 1

**Duty** Performing Activities Related to Nutrition/Elimination

**Task** Position tubing attached to a client using appropriate materials and a knowledge of gravity drainage flow to insure appropriate flow of fluid.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Washed hands before and after procedure - | ____ | ____ |
| 2. Assembled equipment if needed - | ____ | ____ |
| 3. Placed tubing so fluid flowed in direction of gravity - | ____ | ____ |
| 4. Secured tubing to maintain position - | ____ | ____ |

## References & Resources

See Bibliography - #10
Surgical Drainage Filmstrip - Trainex
Massachusetts General Hospital Manual of Nursing Procedures

DUTY/TASK NUMBER D1

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references related to this task. | 1. Provide resources and references related to this task. |
| 2. Explain the physical forces involved in the movement of fluid in a tube. | 2. Discuss the physical forces involved in the movement of fluid in a tube. |
| 3. Put tubes in different positions and note the effects on fluid drainage. | 3. Demonstrate the correct position for the following types of tubing:<br>a. I.V.<br>b. foley catheter<br>c. NG tube<br>d. enema |
| 4. Practice positioning the following:<br>a. I.V.<br>b. foley catheter<br>c. NG tube<br>d. enema | 4. Demonstrate the effects of incorrect placement of tubing. |
| 5. Demonstrate the task satisfactorily for evaluator. | 5. Evaluate a student's demonstration of the task using the achievement indicators as a guide. |

**DUTY/TASK NUMBER** D1

| Tools and/or Equipment | Conditions |
|---|---|
| I.V. tubing | Given tubing to position |
| Enema can and tubing | |
| Catheter drainage tubing | |
| Naso-gastric tubing | |

**Criteria** Competence in the task will be recognized when tubing attached to a client is positioned to allow a maximum flow of fluid to the procedure of the training program or institution and the achievement indicators listed.

# Curriculum Worksheet

Duty No. D

Task No. 2

**Duty** Performing Activities Related to Nutrition/Elimination

**Task** Measure all fluid intake using appropriate containers, a supervisor's order, and a knowledge of the metric system to document the fluid intake of a client.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Washed hands before and after procedure - | ____ | ____ |
| 2. Obtained list of measurements of common containers used in the institution - | ____ | ____ |
| 3. Identified client - | ____ | ____ |
| 4. Explained procedure of measuring fluid intake to assure cooperation of client - | ____ | ____ |
| 5. Identified items considered fluids - | ____ | ____ |
| 6. Computed fluid intake totals in prescribed manner - | ____ | ____ |
| 7. Recorded fluid intake totals per institutional policy - | ____ | ____ |

## References & Resources

See Bibliography - #10

**DUTY/TASK NUMBER** D2

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references related to this task.<br>2. Read various fluid levels in a graduated container in metric measurement of liquid.<br>3. Practice converting different household measurements to metric measurements.<br>4. Add the total fluid intake given a sample situation.<br>5. Record the total fluid intake given in a sample situation.<br>6. Identify fluid to be measured from a list of foods.<br>7. Demonstrate proficiency on a quiz related to this task.<br>8. Demonstrate the task satisfactorily for an evaluator. | 1. Provide resources and references related to this task.<br>2. Obtain/demonstrate proper use of graduated container.<br>3. Demonstrate household to metric conversion. Prepare, administer and correct a worksheet requiring conversion between household and metric measurements.<br>4. Demonstrate recording total fluid intake.<br>5. Have sample records available for students to view.<br>6. Give the students a quiz related to this task and evaluate the results.<br>7. Evaluate a student's demonstration of the task using the achievement indicators as a guide. |

**DUTY/TASK NUMBER** D2

| Tools and/or Equipment | Conditions |
|---|---|
| Graduated containers<br>Household measurement containers (i.e., cup, glass, soup bowl, sauce dish, ice cream dish)<br>Recording sheet | Given fluid intake to be measured and recorded |

**Criteria** Competence in the task will be recognized when the fluid intake of a client is documented accurately according to the policies and procedures of an institution and the achievement indicators listed.

# Curriculum Worksheet

Duty No. D

Task No. 3

**Duty** Performing Activities Related to Nutrition/Elimination

**Task** Measure all fluid output using appropriate containers, a supervisor's order, and a knowledge of the metric system, digestive system, and urinary system to document the fluid output of a client.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Washed hands before and after procedure - | | |
| 2. Identified client - | | |
| 3. Explained procedure for measuring fluid output to assure client's cooperation - | | |
| 4. Identified all sources of fluid output from a client - | | |
| 5. Collected output - | | |
| 6. Computed output per institutional policy - | | |
| 7. Disposed of output - | | |
| 8. Cleaned and replaced equipment - | | |
| 9. Recorded/reported fluid output totals per institutional policy - | | |

## References & Resources

See Bibliography - #10
Institutional Policy Book

DUTY/TASK NUMBER D3

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references related to this task. | 1. Provide resources and references related to this task. |
| 2. Identify fluid to be measured from a list of materials. | 2. Obtain/demonstrate proper use of graduated container. |
| 3. Reading various fluid levels in graduated containers in metric measurement of liquid. | 3. Demonstrate recording fluid output. |
| 4. Add the total fluid output of a client in a simulated situation. | 4. Discuss the proper methods of fluid output disposal. |
| 5. Record the total fluid output of a client in a simulated situation. | 5. Obtain completed output records for students to view. |
| 6. Discuss the proper method of disposal of fluid output. | 6. Demonstrate the proper methods of fluid output disposal. |
| 7. Discuss observations to be made for different types of fluid output. | 7. Prepare different "fluid outputs." Have students measure them, the amounts and the observation the have made. |
| 8. Demonstrate proficiency on a quiz related to this task. | 8. Give the students a quiz related to this task and evaluate the results. |
| 9. Demonstrate the task satisfactory for an evaluator. | 9. Evaluate a student's demonstration of the task using the achievement indicators as a guide. |

**DUTY/TASK NUMBER** D3

| Tools and/or Equipment | Conditions |
|---|---|
| Graduated containers | Given fluid output to be measured and recorded. |

**Criteria** Competence in the task will be recognized when the fluid out of a client is documented accurately according to the policies and procedures of the institution and the achievement indicators listed.

# Curriculum Worksheet

Duty No. D

Task No. 4

## Duty

Performing Activities Related to Nutrition/Elimination

## Task

Document fluid intake/output of a client using the standard worksheet of the institution and a specified time interval to compile total amounts for the record/chart of the client.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Prepared a worksheet for recording fluid intake and output - | ___ | ___ |
| 2. Recorded/charted fluid intake/output of a client for prescribed interval - | ___ | ___ |
| 3. Computed composite fluid intake/output totals for prescribed interval - | ___ | ___ |
| 4. Recorded/reported fluid intake/output totals per institutional policy - | ___ | ___ |

## References & Resources

See Bibliography - #10
Institutional Policy Book

DUTY/TASK NUMBER D4

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references for this task. | 1. Provide references and resources for this task. |
| 2. Prepare a worksheet for recording fluid intake and output. | 2. Demonstrate tabulating amounts of fluid intake and output on different formats. |
| 3. Tabulate amounts of fluid intake and output given for several sample situations. | 3. Demonstrate recording fluid intake/output on different formats. |
| 4. Record fluid intake/output totals given several sample situations. | 4. Obtain different formts for recording fluid intake/output, complete them, and display. |
| 5. Demonstrate proficiency on a quiz related to this task. | 5. Give the students a quiz related to this task and evaluate the results. |
| 6. Demonstrate the task satisfactorily for an evaluator. | 6. Evaluate a student's demonstration of the task using the achievement indicators as a guide. |

**DUTY/TASK NUMBER** D4

| Tools and/or Equipment | Conditions |
|---|---|
| | Given total fluid intake/ouput for a specified time interval for a client |

**Criteria** Competence in the task will be recognized when an accurate composite of fluit intake/output totals are recorded in the client's chart according to the procedure of the institution and the achievement indicators listed.

# Curriculum Worksheet

Duty No. D

Task No. 5

**Duty** Performing Activities Related to Nutrition/Elimination

**Task** Develop a diet using appropriate resources and forms and a knowledge of basic dietetic principles and the digestive system to ensure adequate nutrition for self and/or a client.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Read supervisor's order - | | |
| 2. Assembled diet request form - | | |
| 3. Identified client - | | |
| 4. Interviewed client for food preferences withint diet restrictions in prescribed manner - | | |
| 5. Wrote diet on diet request form in prescribed manner - | | |
| 6. Routed diet request form per insitutional policy - | | |

## References & Resources

See Bibliography - #26 and #33
Teacher prepared transparencies on Basic 4

DUTY/TASK NUMBER D5

## Student Learning Activities

1. Read the assigned resources and references related to this task.
2. Attend a lecture/discussion related to this task.
3. Assist a simulated client in diet selection within dietary restrictions given a sample day's menu.
4. Select foods from a prepared list to create a balanced diet within dietary restrictions.
5. Plan week's menus for a family using balanced diet and meeting dietary requirements of each member of family.
   a. father 39 yrs old.
   b. mother 39 yrs. old.
   c. son 18 yrs old.
   d. daughter 6 yrs old.
   e. son 2 yrs. old.
6. Record your food intake for a week. Analyze it for its nutritional value and its balance.
7. Plan a well balanced, nutritious diet for yourself for a week.
8. Demonstrate proficiency on a quiz related to this task.
9. Demonstrate the task satisfactorily for an evaluator.

## Teacher Activities

1. Present a lecture/discussion which may include the following:
   a. anatomy and physiology of the digestive system.
   b. basic food groups.
   c. food nutrients.
   d. diet planning.
   e. diet therapy.
2. Provide sample situations representing different dietary needs/restrictions and resource books needed to plan menus.
3. Have a dietician speak to the class on various therapeutic diets.
4. Arrange for a tour of a dietary department at a health related institution.
5. Have students bring to class and sample various dietetic foods.
6. Have a group of students prepare a book of menus for a particular dietary need/restriction.
7. Give the students a quiz related to this task and evaluate the results.
8. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

**DUTY/TASK NUMBER** D5

| Tools and/or Equipment | Conditions |
|---|---|
| Sample menus representing different diet therapies | Given appropriate resources and knowledge to ensure adequate nutrition<br>Given a client needing assistance in planning a diet |

**Criteria** Competence in the task will be recognized when a diet is developed which provides adequate nutrition for a client or self according to a supervisor's order, the guidelines of the institution or training program, and the achievement indicators listed.

# Curriculum Worksheet

Duty No. D Task No. 6

**Duty** Performing Activities Related to Nutrition/Elimination

**Task** Serve a food tray using a diet identification ticket and a knowledge of basic nutrition to provide adequate nutrition for a client.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Washed hands - | ___ | ___ |
| 2. Checked food tray for correct diet per institutional policy - | ___ | ___ |
| 3. Transported tray from central dispensing area to client - | ___ | ___ |
| 4. Identified client - | ___ | ___ |
| 5. Prepared client for meal - | ___ | ___ |
| 6. Positioned client and food tray - | ___ | ___ |
| 7 Removed food tray to designated area when client was finished eating - | ___ | ___ |
| 8. Positioned client and equipment to assure safety and comfort of client - | ___ | ___ |
| 9. Recorded/ reported food intake per institutional policy - | ___ | ___ |

## References & Resources

See Bibliography - #10

**DUTY/TASK NUMBER** D6

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references related to this task. | 1. Provide resources and references related to this task. |
| 2. View audiovisual materials related to this task. | 2. Set up and present audiovisual materials related to this task. |
| 3. Specify three ways to identify the client when passing the tray. | 3. Demonstrate various ways to properly identify a client. |
| 4. Identify "clients" in a simulated situations using three different methods. | 4. Demonstrate how to prepare a client and a simulated client area for a meal. |
| 5. Prepare a "client" and a simulated client area for a meal. | 5. Set up a simulation involving the serving of a food tray. |
| 6. Select the appropriate tray of food for a "client" from a number of trays. | 6. Evaluate a student's demonstration of the task using the achievement indicators as a guide. |
| 7. Demonstrate the task satisfactorily for an evaluator. | |

**DUTY/TASK NUMBER** D6

| Tools and/or Equipment | Conditions |
|---|---|
| Audio-visual equipment<br>Slides - (Caramate projector - Bell and Howell/Singer)<br>Food tray prepared for patient:<br>a. tray<br>b. dishes<br>c. name tag<br>d. silverware<br>e. napkin<br>(supplied from food service department or purchased by school or bring from home)<br>Suggested food - jello<br>ice cream<br>Hospital unit | Given a dietary tray to be served |

**Criteria** Competence in the task will be recognized when a food tray is served to a client according to the procedure of the institution and/or training program and the achievement indicators listed.

# Curriculum Worksheet

Duty No. D

Task No. 7

**Duty** Performing Activities Related to Nutrition/Elimination

**Task** Position a client for eating using the controls on a hospital bed, appropriate supportive devices and a knowledge of the client's condition to promote safety and comfort of the client during mealtime.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Read supervisor's order - | ____ | ____ |
| 2. Washed hands before and after procedure - | ____ | ____ |
| 3. Identified client - | ____ | ____ |
| 4. Assembled necessary supportive devices - | ____ | ____ |
| 5. Determined position of client based on client's condition - | ____ | ____ |
| 6. Positioned client in prescribed manner to facilitate eating - | ____ | ____ |
| 7. Positioned equipment to assure safety of client - | ____ | ____ |

## References & Resources

See Bibliography - #14

St. Clair County Skill Center: Modules - Identify Four Basic Food Groups and Their Nutrients 1A 1B

Plan Balanced Diets 2A 2B

**DUTY/TASK NUMBER** D7

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references related to this task. | 1. Provide resources and references related to this task. |
| 2. View audiovisual materials on feeding a client. | 2. Set up and present audiovisual materials related to this task. |
| 3. Complete assigned module on preparing a client for a meal. | 3. Demonstrate procedure of positioning clients with different disabilities. |
| 4. Practice positioning the following types of clients:<br>a. client with a paralyzed left side.<br>b. very weak client.<br>c. client with shortness of breath. | 4. Evaluate a student's demonstration of the task using the achievement indicators as a guide. |
| 5. Evaluation of procedure by instructor. | |
| 6. Demonstrate the task satisfactorily by an evaluator. | |

DUTY/TASK NUMBER D7

| Tools and/or Equipment | Conditions |
|---|---|
| Hospital bed with side rails<br>Filmstrip projector | Given a client to be positioned for a meal |

**Criteria** Competence in the task will be recognized when the client is positioned safely and comfortably for a meal according to the guidelines of the training program and/or institution, a supervisor's order, and the achievement indicators listed.

# Curriculum Worksheet

Duty No. D

Task No. 8

**Duty** Performing Activities Related to Nutrition/Elimination

**Task** Arrange food on a tray using appropriate materials and utensils to assure that client can feed himself/herself without undue strain and in sufficient amounts to meet nutritional needs.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Washed hands before and after procedure - | ____ | ____ |
| 2. Placed tray to assure client could reach food easily - | ____ | ____ |
| 3. Arranged food items as needed to assure client could feed himself/herself with maximum ease - | ____ | ____ |

## References & Resources

How to Be a Nurse's Aide in a Nursing Home - American Health Care Association
Feeding the Patient Filmstrip - Trainex

**DUTY/TASK NUMBER** D8

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references related to this task. | 1. Provide resources and references related to this task. |
| 2. Observe demonstration of the task. | 2. Demonstrate this task. |
| 3. Practice the procedure of arranging food on a tray. | 3. Evaluate a student's demonstration of the task using the achievement indicators as a guide. |
| 4. Demonstrate the task satisfactorily for an evaluator. | |

**DUTY/TASK NUMBER** D8

| Tools and/or Equipment | Conditions |
|---|---|
| Prepared food trays<br>Hospital bed<br>Tray<br>Patient name tag with type of diet<br>Dishes<br>Silverware<br>Napkin | Given a tray of food to be arranged for a client |

**Criteria** Competence in the task will be recognized when the food on a tray is arranged so a client can feed himself/herself without undue strain according to the client's condition and needs and the achievement indicators listed.

# Curriculum Worksheet

Duty No. D

Task No. 9

**Duty** Performing Activities Related to Nutrition/Elimination

**Task** Assist client with feeding using appropriate utensils and materials and a knowledge of the client's condition and basic nutrition to provide adequate nutrition.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Washed hands before and after procedure - | ____ | ____ |
| 2. Identified client - | ____ | ____ |
| 3. Prepared client for meal - | ____ | ____ |
| 4. Served proper tray to client - | ____ | ____ |
| 5. Assisted client with feeding in prescribed manner - | ____ | ____ |
| 6. Removed food tray to designated area when client was finished eating - | ____ | ____ |
| 7. Positioned client and equipment to assure comfort and safety of client - | ____ | ____ |
| 8. Recorded/reported food intake per institutional policy - | ____ | ____ |

## References & Resources

How to Be a Nurse's Aide in a Nursing Home - American Health Care Association
Feeding the Patient - Trainex

**DUTY/TASK NUMBER** D9

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references related to the task. | 1. Provide resources and references related to the task. |
| 2. View audiovisual materials related to the task. | 2. Set up and present audiovisual materials related to the task. |
| 3. Attend a demonstration of the task. | 3. Discuss with students psychosocial aspects of feeding an adult in our society. |
| 4. Practice feeding a fellow student in the following situations and then discuss them:<br>a. fellow student blindfolded<br>b. fellow student with a bib on<br>c. fellow student having no choice of food or entering into any conversation<br>d. fellow student unable to assist at all | 4. Demonstrate task to the students. |
| 5. Practice recording foods eaten on sample chart forms. | 5. Provide students with different situations to sensitize them to feelings of adults needing feeding. |
| 6. Perform task satisfactorily for an evaluator. | 6. Evaluate a student's demonstration of the task using the achievement indicators as a guide. |

**DUTY/TASK NUMBER** D9

| Tools and/or Equipment | Conditions |
|---|---|
| Tray of food and utensils<br>Chair and/or bed<br>Bibs<br>Blindfolds | Given a client who needs assistance in feeding |

**Criteria** Competence in the task will be recognized when a client is assisted with feeding in order to provide adequate nutrition according to the procedure of the institution and the achievement indicators listed.

# Curriculum Worksheet

Duty No. D

Task No. 10

**Duty** Performing Activities Related to Nutrition/Elimination

**Task** Assist a client using appropriate equipment and a knowledge of proper body mechanics, urinary and gastrointestinal systems, and the client's condition to eliminate wastes.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Washed hands before and after procedure - | | |
| 2. Assembled equipment - | | |
| 3. Screened client from view of others - | | |
| 4. Assisted in elimination in prescribed manner - | | |
| 5. Positioned client and equipment to assure safety and comfort of client - | | |
| 6. Checked contents of bedpan/urinal for amount, color, consistency, and abnormal characteristics - | | |
| 7. Recorded/reported liquid output if ordered and any other observations of bedpan/urinal contents - | | |
| 8. Cleaned bedpan/urinal and replaced equipment in designated area - | | |

## References & Resources

How to Be a Nurse's Aide in a Nursing Home - American Health Care Association

DUTY/TASK NUMBER D10

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references related to this task. | 1. Provide resources and references to this task. |
| 2. View audio-visual materials related to this task. | 2. Set-up and present audiovisual materials related to this task. |
| 3. Attend a lecture/discussion related to this task. | 3. Present a lecture/discussion which may include the following:<br>a. proper body mechanics in assisting a client<br>b. proper body mechanics in assisting a client on and off bedpan<br>c. psychosocial aspects of assisting an adult in elimination of wastes |
| 4. Practice placing and removing a urinal, bedpan, and fracture bedpan using a fellow student or mannikin as a simulated client. | 4. Demonstrate for student how to assist with:<br>a. bedpan<br>b. urinal<br>c. fracture bedpan |
| 5. Demonstrate proficiency on a quiz related to this task. | 5. Administer a quiz related to this task and evaluate the results. |
| 6. Demonstrate the task satisfactorily for an evaluator. | 6. Evaluate the students demonstration of the task using the achievement indicators as a guide. |

**DUTY/TASK NUMBER** D10

| Tools and/or Equipment | Conditions |
|---|---|
| Bedpan<br>Urinal<br>Fracture bedpan<br>Hospital unit<br>Toilet tissue<br>Drape | Given a client needing assistance to eliminate wastes |

**Criteria** Competence in the task will be recognized when a client is assisted in elimination of wastes according to the procedure of the training program and/or institution and the achievement indicators listed.

# Curriculum Worksheet

**Duty No.** E **Task No.** 1

**Duty** Performing Activities Related to Hygiene/Personal Care/Comfort

**Task** Instruct a client in proper oral hygiene using appropriate equipment and a real or false set of teeth to promote preventative dental care.

## Pre-Test (Same as Achievement Indicators)

The learner:

| | Yes | No |
|---|---|---|
| 1. Washed hands before and after procedure - | ____ | ____ |
| 2. Assembled equipment and supplies - | ____ | ____ |
| 3. Demonstrated oral hygiene to client in prescribed manner - | ____ | ____ |
| 4. Watched client return demonstration - | ____ | ____ |
| 5. Gave client feedback on demonstration - | ____ | ____ |
| 6. Cleaned and replaced equipment per institutional policy - | ____ | ____ |
| 7. Recorded/reported instructions and client's reaction per institutional policy - | ____ | ____ |

## References & Resources

See Bibliography - #14

**DUTY/TASK NUMBER** E1

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references related to this task. | 1. Provide resources and references related to this task. |
| 2. Complete assigned module. | 2. Demonstrate to learners brushing and flossing techniques on client. |
| 3. Observe a demonstration of the task. | 3. Show necessity for using disclosing solution/tablets. |
| 4. Demonstrate and verbalize brushing technique to another learner. | 4. Present nutritional list on hidden sugars. |
| 5. Use a flip-chart to illustrate nutritional involvement and oral hygiene. | 5. Show effective use of flip-chart to encourage positive nutritional habits. |
| 6. Describe use and purpose by disclosing solutions. | 6. Evaluate a student's demonstration of the task using the achievement indicators as a guide. |

DUTY/TASK NUMBER E1

| Tools and/or Equipment | Conditions |
|---|---|
| Tooth/or denture brush<br>Mirror (hand)<br>Toothpaste<br>Denture cup<br>Emesis basin<br>Cup<br>Mouthwash<br>Floss<br>Dentures<br>Disclosing solutions/tablets<br>Cotton swabs<br>Flip chart | Given a client needing instructions in proper oral hygiene |

**Criteria** Competence in the task will be recognized when the client is assisted with denture care according to the procedure of the training program and/or institution and the achievement indicators listed.

# Curriculum Worksheet

Duty No. E

Task No. 2

**Duty** Performing Activities Related to Hygiene/Personal Care/Comfort

**Task** Assist a client using appropriate equipment and a knowledge of the client's condition to perform oral hygiene.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Washed hands before and after procedure - | ___ | ___ |
| 2. Assembled equipment - | ___ | ___ |
| 3. Identified client - | ___ | ___ |
| 4. Explained procedure for oral hygiene to assure the cooperation of the client - | ___ | ___ |
| 5. Positioned client according to condition - | | |
| 6. Assisted client with oral hygiene according to the needs/condition of the client in prescribed manner - | ___ | ___ |
| 7. Cleaned and replaced equipment - | ___ | ___ |
| 8. Recorded/reported any pertinent observations per institutional policy - | ___ | ___ |

## References & Resources

See Bibliography - #11, #14 and #30

**DUTY/TASK NUMBER** E2

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references related to this task. | 1. Provide resources and references related to this task. |
| 2. Observe a demonstration of the task. | 2. Discuss the module and reference material with learners. |
| 3. Practice oral hygiene on typodonts. | 3. Provide supplies and equipment for learners practice and demonstration. |
| 4. Practice giving oral hygiene to the following:<br>a. conscious client<br>b. unconscious client<br>c. client needing to be flat in bed | 4. Stress importance of correct methods of oral hygiene. |
| 5. Perform the task satisfactorily for an evaluator. | 5. Demonstrate the task to the students. |
| | 6. Supervise the learners activities with typodonts. |
| | 7. Evaluate a student's demonstration of the task using the achievement indicators as a guide. |

DUTY/TASK NUMBER E2

| Tools and/or Equipment | Conditions |
|---|---|
| Typodont<br>Brushes<br>Disclosing solution<br>Flossing chart<br>Brushing chart<br>Dental floss<br>Mouth wash<br>Cotton swabs<br>Gauze<br>Mouth mirror<br>Dental unit<br>Emesis basin<br>Cup<br>Straw<br>Denture cup<br>Denture brush, cleanser | Given a client needing oral hygiene |

**Criteria** Competence in the task will be recognized when the client is assisted with oral hygiene according to the procedure of the training program and/or institution and the achievement indicators listed.

# Curriculum Worksheet

Duty No. E

Task No. 3

**Duty** Performing Activities Related to Hygiene/Personal Care/Comfort

**Task** Swab the oral cavity of a client using appropriate materials to assure cleanliness and lubrication of the mucous membrane.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Washed hands before and after procedure - | | |
| 2. Assembled equipment - | | |
| 3. Identified client - | | |
| 4. Explained swabbing procedure to assure the cooperation of the client - | | |
| 5. Swabbed the client's oral cavity in prescribed manner - | | |
| 6. Lubricated lips if necessary - | | |
| 7. Positioned equipment to assure safety of client - | | |
| 8. Cleaned and replaced equipment per institutional policy - | | |
| 9. Recorded/reported procedure and any pertinent observations per institutional policy - | | |

## References & Resources

See Bibliography - #14

**DUTY/TASK NUMBER** E3

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read module and reference materials.<br>2. Observe demonstration of the task.<br>3. Role play both clinical and hospital situation.<br>4. Demonstrate the task satisfactorily for an evaluator. | 1. Provide resources and references related to this task.<br>2. Provide supplies and equipment for cleaning oral cavity.<br>3. Provide simulated situations for cleansing the oral cavity.<br>4. Discuss modules, performances with learner.<br>5. Evaluate a student's demonstration of the task using the achievement indicators as a guide. |

DUTY/TASK NUMBER E3

| Tools and/or Equipment | Conditions |
|---|---|
| Tongue depressor<br>Dampened cotton applicator<br>Emesis basin<br>Cup/straw<br>Wash cloth<br>Hand towel<br>Lip balm, lubricant<br>Paper bag for disposables<br>Water<br>Denture cup<br>Lemon-glycerine swabs | Given a client whose oral cavity needs swabbing |

**Criteria** Competence in the task will be recognized when the client's oral cavity is swabbed according to the procedure of the training program and/or institution and the achievement indicators listed.

# Curriculum Worksheet

Duty No. E
Task No. 4

**Duty** Performing Activities Related to Hygiene/Personal Care/Comfort

**Task** Assist with denture care of a client using appropriate equipment to promote oral hygiene.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Washed hands before and after procedure - | ____ | ____ |
| 2. Assembled equipment - | ____ | ____ |
| 3. Screened client from view of others if necessary - | ____ | ____ |
| 4. Explained denture care procedure to assure client cooperation - | ____ | ____ |
| 5. Assisted client with removal of dentures from mouth - | ____ | ____ |
| 6. Assisted with cleaning of dentures in prescribed manner - | ____ | ____ |
| 7. Assisted client in cleaning oral cavity in prescribed manner - | ____ | ____ |
| 8. Assisted client in replacing dentures in mouth - | ____ | ____ |
| 9. Positioned client and equipment to assure comfort and safety of client - | ____ | ____ |
| 10. Cleaned and replaced equipment per institutional policy - | ____ | ____ |
| 11. Recorded/reported procedure and pertinent observations per institutional policy - | ____ | ____ |

## References & Resources

See Bibliography - #28

DUTY/TASK NUMBER E4

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references concerning skill. | 1. Provide resources and references for task. |
| 2. Observe instructor demonstration of caring for a client's denture. | 2. Demonstrate and discuss the techniques on denture care. |
| 3. Role play, assisting another learner, in cleaning a pair of dentures with appropriate materials. | 3. Discuss safety precautions regarding dentures in demonstration. |
| 4. Demonstrate skill satisfactorily for an evaluator. | 4. Check and review materials in module on denture care. |
|  | 5. Evaluate a student's demonstration of the task using the achievement indicators as a guide. |

**DUTY/TASK NUMBER** E4

| Tools and/or Equipment | Conditions |
|---|---|
| Denture cup<br>Mouth wash<br>Swab<br>Gauze<br>Dental unit/client unit<br>Emesis basin<br>Denture cleansing material | Given a client needing denture care to promote oral hygiene |

**Criteria** Competence in the task will be recognized when the client is assisted with denture care according to the procedure of the training program and/or institution and the achievement indicators listed.

# Curriculum Worksheet

Duty No. E

Task No. 5

**Duty** Performing Activities Related to Hygiene/Personal Care/Comfort

**Task** Store dentures of a client using appropriate materials and equipment to prevent deterioration, cracking, breakage, loss, and/or remolding.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Obtained instructions on storage of client's dentures - | ____ | ____ |
| 2. Washed hands before and after procedure - | ____ | ____ |
| 3. Assembled equipment and dentures - | ____ | ____ |
| 4. Stored dentures in prescribed manner - | ____ | ____ |

## References & Resources

See Bibliography - #14

**DUTY/TASK NUMBER** E5

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Do pre-test on denture care. | 1. Provide modules and reference materials on the skill. |
| 2. Read module and other reference material on dentures. | 2. Check pre/post test on the skill. |
| 3. Take a post-test on the skill. | 3. Demonstrate removal of dentures and replacement of dentures in a mannikin's mouth. |
| 4. Practice removal of dentures and replacement of dentures in a mannikin's mouth. | 4. Demonstrate how to store dentures. |
| 5. Demonstrate storage of dentures to the instructor. | 5. Evaluate students on the task. |

**DUTY/TASK NUMBER** E5

| Tools and/or Equipment | Conditions |
|---|---|
| Denture cup<br>Diluted mouthwash<br>Client hospital unit | Given a client whose dentures must be stored |

**Criteria** Competence in the task will be recognized when the client's dentures are stored to prevent damage according to the procedure of the training program and/or institution and the achievement indicators listed.

# Curriculum Worksheet

Duty No. E

Task No. 6

**Duty** Performing Activities Related to Hygiene/Personal Care/Comfort

**Task** Inspect the skin of a client using a knowledge of the integumentary system to locate any signs of abnormal conditions.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Washed hands before and after procedure - | | |
| 2. Identified client - | | |
| 3. Explained purpose and procedure for skin inspection to assure cooperation of client - | | |
| 4. Screened client from the view of others - | | |
| 5. Inspected designated skin area noting any abnormalities - | | |
| 6. Positioned client and equipment to assure for comfort and safety of client - | | |
| 7. Recorded/reported any abnormalities per institutional policy - | | |

## References & Resources

How to Be a Nurse's Aide in a Nursing Home - American Health Care Association
Bed Bath - Trainex
Bathing and Morning Care Film - Sterling Educational Films

**DUTY/TASK NUMBER** E6

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references related to this task. | 1. Assemble resources and references related to this task. |
| 2. View audio-visual materials related to this task. | 2. Deliver introductory lecture on the integumentary system. |
| 3. Attend a lecture/discussion on the integumentary system | 3. Demonstrate the task for the students students. |
| 4. Observe a demonstration of this task. | 4. Give the students a quiz related to this task and evaluate the results. |
| 5. Practice making and recording observations made of the skin of several "clients". | 5. Observe the student's demonstration of the task and evaluate it according to the achievement indicators. |
| 6. Demonstrate this skill satisfactorily for an evaluator. | |
| 7. Demonstrate proficiency on a quiz related to this task. | |

DUTY/TASK NUMBER E6

| Tools and/or Equipment | Conditions |
|---|---|
| Bed/exam table<br>Screens/curtains<br>Slides/slide projector | Given a client's skin needing examination |

**Criteria** Competence in the task will be recognized when any abnormal conditions of a client's skin are detected according to the guidelines of the training program and/or institution and the achievement indicators listed.

# Curriculum Worksheet

Duty No. E

Task No. 7

**Duty** Performing Activities Related to Hygiene/Personal Care/Comfort

**Task** Bathe a client.

## Pre-Test (Same as Achievement Indicators)

The learner: Yes No

1. Washed hands before and after procedure - ____ ____
2. Identified client - ____ ____
3. Explained bed bath procedure to assure cooperation of client - ____ ____
4. Assembled equipment - ____ ____
5. Adjusted room temperature and eliminated drafts if necessary - ____ ____
6. Screened client from view of others - ____ ____
7. Performed bed bath procedure in prescribed manner using proper body mechanics - ____ ____
8. Dressed client according to condition per institutional policy - ____ ____
9. Cleaned and replaced equipment - ____ ____
10. Positioned client and equipment to assure comfort and safety of client - ____ ____
11. Recorded/reported any pertinent observations per institutional policy - ____ ____

## References & Resources

How to Be a Nurse's Aide in a Nursing Home - American Health Care Association
Skin Care and Bathin Preparation - Trainex
Bed Bath - Trainex

**DUTY/TASK NUMBER** E7

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references related to this task. | 1. Provide resources and references related to this task. |
| 2. View audiovisual materials related to this task. | 2. Set up and present audiovisual materials related to this task. |
| 3. Attend a lecture/discussion related to this task. | 3. Present a lecture/discussion which may include:<br>a. purpose of the bed bath<br>b. Proper body mechanics during the task<br>c. use of cleaning and soothing materials on the skin |
| 4. Practice the task using a fellow student as a client. | 4. Demonstrate the task to the students. |
| 5. Demonstrate proficiency on a quiz related to this task. | 5. Give the students a quiz related to this task and evaluate the results. |
| 6. Demonstrate the task satisfactorily for an evaluator. | 6. Evaluate a student's demonstration using the achievement indicators as a guide. |

DUTY/TASK NUMBER E7

| Tools and/or Equipment | Conditions |
|---|---|
| Audio-visual equipment<br>Slides/film/filmstrips<br>Towel<br>Wash cloth<br>Soap<br>Drape | Given a client whose skin needs cleansing |

**Criteria** Competence in the task will be recognized when a client's skin is cleansed according to the procedure of the training program and/or institution and the achievement indicators listed.

# Curriculum Worksheet

Duty No. E

Task No. 8

**Duty** Performing Activities Related to Hygiene/Personal Care/Comfort

**Task** Rub the back of a client using appropriate materials and proper body mechanics to increase circulation to the area and provide comfort for the client.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Washed hands before and after procedure - | | |
| 2. Identified client - | | |
| 3. Assembled materials - | | |
| 4. Explained procedure for backrub to assure cooperation of client - | | |
| 5. Screened client from view of others - | | |
| 6. Gave backrub in prescribed manner using proper body mechanics - | | |
| 7. Positioned client and equipment to assure comfort and safety of client - | | |
| 8. Replaced materials per institutional policy - | | |
| 9. Recorded/reported procedure and any pertinent observations in prescribed manner - | | |

## References & Resources

How to Be a Nurse's Aide in a Nursing Home - American Health Care Association
Skin Care and Bathing Preparation - Trainex
Bed Bath - Trainex

**DUTY/TASK NUMBER** E8

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references related to this task. | 1. Provide resources and references related to this task. |
| 2. View audio-visual materials related to this task. | 2. Discuss the following with the students: |
| 3. Observe demonstration of the task. | a. purpose of the backrub |
| 4. Practice the task on fellow students. | b. different strokes which can be used in a backrub |
| 5. Demonstrate the task satisfactorily for an evaluator. | 3. Demonstrate the task to the students. |
| | 4. Evaluate a student's demonstration of the task using the achievement indicators as a guide. |

DUTY/TASK NUMBER E8

| Tools and/or Equipment | Conditions |
|---|---|
| Audio-visual equipment<br>Slides/film/filmstrips<br>Lotion<br>Powder | Given a client needing a backrub |

**Criteria** Competence in the task will be recognized when a backrub is administered to a client according to the procedure of the training program and/or institution and the achievement indicators listed.

# Curriculum Worksheet

Duty No. E

Task No. 9

**Duty** Performing Activities Related to Hygiene/Personal Care/Comfort

**Task** Clean fingernails/toenails using appropriate equipment to promote a client's hygiene.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Washed hands before and after procedure - | ____ | ____ |
| 2. Assembled equipment and supplies - | ____ | ____ |
| 3. Explained procedure for cleaning nails to assure cooperation of client - | ____ | ____ |
| 4. Cleaned nails in prescribed manner - | ____ | ____ |
| 5. Positioned client and equipment to assure comfort and safety of client - | ____ | ____ |
| 6. Cleaned and replaced equipment per institutional policy - | ____ | ____ |
| 7. Reported/recorded pertinent observations per institutional policy- | ____ | ____ |

## References & Resources

How to Be a Nurse's Aide in a Nursing Home - American Health Care Association
Skin Care and Bathing Preparation - Trainex
Bed Bath - Trainex

**DUTY/TASK NUMBER** E9

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references related to this task. | 1. Provide resources and references related to the task. |
| 2. View audio visual materials related to this task. | 2. Set up and present audio-visual materials related to the task. |
| 3. Observe demonstration of task. | 3. Demonstrate procedure to students. |
| 4. Practice the task on fellow students. | 4. Evaluate a student's demonstration of the task using the achievement indicators as a guide. |
| 5. Demonstrate the task satisfactorily for an evaluator. | |

**DUTY/TASK NUMBER** E9.

| Tools and/or Equipment | Conditions |
|---|---|
| Audio-visual equipment<br>Slides/film/filmstrips<br>Q-tips<br>File | Given a client whose nails need cleaning |

**Criteria** Competence in the task will be recognized when the nails of a client are cleaned according to the procedure of the institution and/or training program and the achievement indicators listed.

# Curriculum Worksheet

Duty No. F

Task No. 10

**Duty** Performing Activities Related to Hygiene/Personal Care/Comfort

**Task** Trim fingernails/toenails using appropriate equipment and the order of a supervisor to promote a client's hygiene.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Checked supervisor's order if necessary - | | |
| 2. Washed hands before and after procedure - | | |
| 3. Assembled equipment and supplies - | | |
| 4. Identified client - | | |
| 5. Explained procedure for trimming nails to assure cooperation of client - | | |
| 6. Trimmed nails in prescribed manner - | | |
| 7. Positioned client and equipment to assure comfort and safety of client - | | |
| 8. Cleaned and replaced equipment per institutional policy - | | |
| 9. Recorded/reported observations per institutional policy - | | |

## References & Resources

How to Be a Nurse's Aide in a Nursing Home - American Health Care Association
Skin Care and Bathing Preparation - Trainex
Bed Bath - Trainex

**DUTY/TASK NUMBER** E10

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references related to this task. | 1. Provide resources and references related to this task. |
| 2. View audio-visual materials related to this task. | 2. Demonstrate procedure to the students. |
| 3. Observe demonstration of task. | 3. Evaluate a student's demonstration of the task using the achievement indicators as a guide. |
| 4. Practice procedure using fellow students as simulated clients. | |
| 5. Demonstrate the task satisfactorily for evaluator. | |

**DUTY/TASK NUMBER** E10

| Tools and/or Equipment | Conditions |
|---|---|
| Audio-visual equipment<br>Slides/film/filmstrips<br>Nail clippers<br>File | Given a client whose nails need to be trimmed |

**Criteria** Competence in this task wil be recognized when the nails of a client are trimmed according to the procedure of the training program and/or institution and the achievement indicators listed.

# Curriculum Worksheet

Duty No. E

Task No. 11

**Duty** Performing Activities Related to Hygiene/Personal Care/Comfort

**Task** Comb/brush hair using a comb/brush to care for the hair of a client.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Washed hands before and after procedure - | | |
| 2. Assembled equipment and supplies - | | |
| 3. Identified client - | | |
| 4. Explained procedure for hair care to assure cooperation of client - | | |
| 5. Combed/brushed hair in prescribed manner - | | |
| 6. Positioned client and equipment to assure comfort and safety of client - | | |
| 7. Cleaned and replaced equipment per institutional policy - | | |
| 8. Recorded/reported pertinent observations per institutional policy - | | |

## References & Resources

How to Be a Nurse's Aide in a Nursing Home - American Health Care Association
Skin Care and Bathing Preparation - Trainex
Bed Bath - Trainex

**DUTY/TASK NUMBER** E11

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references related to this task. | 1. Provide resources and references related to this task. |
| 2. View audio-visual materials related to this task. | 2. Demonstrate procedure to the students. |
| 3. Observe demonstration of task. | 3. Evaluate a student's demonstration of the task using the achievement indicators as a guide. |
| 4. Practice procedure using fellow students as simulated clients. | |
| 5. Demonstrate the task satisfactorily for an evaluator. | |

**DUTY/TASK NUMBER** E11

| Tools and/or Equipment | Conditions |
|---|---|
| Audio-visual equipment<br>Slides/film/filmstrips<br>Comb<br>Brush<br>Barrettes<br>Rubber bands | Given a client whose hair needs to be combed/brushed |

**Criteria** Competence in the task will be recognized when the hair of a client is combed/brushed according to the procedure of the training program and/or institution and the achievement indicators listed.

# Curriculum Worksheet

Duty No. E

Task No. 12

**Duty** Performing Activities Related to Hygiene/Personal Care/Comfort

**Task** Assist in undressing a helpless or weak client using a knowledge of the client's situation to prepare for a treatment or examination.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Washed hands before and after procedure - | | |
| 2. Identified client - | | |
| 3. Explained procedure to assure cooperation of client - | | |
| 4. Screened client from the view of others - | | |
| 5. Assisted client to undress in prescribed manner - | | |
| 6. Stored clothing per institutional policy - | | |
| 7. Positioned client and equipment to assure comfort and safety of client - | | |

## References & Resources

How to Be a Nurse's Aide in a Nursing Home - American Health Care Association

DUTY/TASK NUMBER E12

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references related to this task. | 1. Provide resources and references related to this task. |
| 2. View audio-visual materials related to this task. | 2. Demonstrate procedure for the student. |
| 3. Observe demonstration of this task. | 3. Evaluate a student's demonstration of the task using the achievement indicators as a guide. |
| 4. Practice procedure using fellow students as simulated clients. | |
| 5. Demonstrate the task satisfactorily for evaluator. | |

**DUTY/TASK NUMBER** E12

| Tools and/or Equipment | Conditions |
|---|---|
| Textbook<br>Audiovisual aids and equipment-16 mm film projector<br>Health occupation lab equipped with supplies; e.g.:<br>a. chair<br>b. patient gown | Given a client who needs assistance in undressing |

**Criteria** Competence in the task will be recognized when a client is assisted to undress according to the procedure of the training program and/or institution and the achievement indicators listed.

# Curriculum Worksheet

Duty No. E

Task No. 13

**Duty** Performing Activities Related to Hygiene/Personal Care/Comfort

**Task** Assist in dressing a helpless or weak client using appropriate clothing and a knowledge of the client's situation to prepare for treatments and/or daily activities.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Washed hands before and after procedure - | | |
| 2. Identified client - | | |
| 3. Assembled clothing in prescribed manner - | | |
| 4. Explained procedure to assure cooperation of client - | | |
| 5. Screened client from the view of others - | | |
| 6. Assisted client to dress in prescribed manner - | | |
| 7. Positioned client and equipment to assure comfort and safety of client - | | |

## References & Resources

How to Be a Nurse's Aide in a Nursing Home - American Health Care Association

**DUTY/TASK NUMBER** E13

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references related to the task.<br>2. View audio-visual materials related to the task.<br>3. Observe demonstration of the task.<br>4. Practice the procedure using the following simulated situations:<br>a. a person with a paralyzed left side<br>b. very weak person<br>c. person paralyzed from the waist down | 1. Provide resources and references related to this task.<br>2. Demonstrate the procedure using a variety of simulated abilities.<br>3. Evaluate a student's demonstration of the task using the achievement indicators as a guide. |

DUTY/TASK NUMBER E13

| Tools and/or Equipment | Conditions |
|---|---|
| Audiovisual aids and equipment - 16 mm film projector<br>Health occupations lab<br>Clothes<br>Client gown | Given a client who needs assistance to dress |

**Criteria** Competence in the task will be recognized when a weak or helpless client is assisted to dress according to the procedure of the training program and/or institution and the achievement indicators listed.

# Curriculum Worksheet

**Duty No.** E

**Task No.** 14

**Duty** Performing Activities Related to Hygiene/Personal Care/Comfort

**Task** Change a bed using appropriate linens and a knowledge of the client's condition to promote a clean, comfortable environment for a client.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Washed hands before and after procedure - | ____ | ____ |
| 2. Assembled equipment - | ____ | ____ |
| 3. Explained procedure for making bed to assure client's cooperation if client is in bed - | ____ | ____ |
| 4. Screened client from view of others if client is in bed - | ____ | ____ |
| 5. Changed linens in prescribed manner using proper body mechanics - | ____ | ____ |
| 6. Positioned client and equipment to assure comfort and safety of client - | ____ | ____ |
| 7. Disposed of soiled linens per institutional policy - | ____ | ____ |

## References & Resources

How to Be a Nurse's Aide in a Nursing Home - American Health Care Association

**DUTY/TASK NUMBER** E14

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references for this task.<br>2. View audio visual materials related to this task.<br>3. Observe demonstration of task by instructor.<br>4. Practice the task under the following conditions:<br>a. bed is unoccupied<br>b. bed is occupied<br>c. bed is to receive a post-surgical patient<br>d. bed is being prepared after a client is discharged<br>5. Demonstrate proficiency on a quiz related to this task.<br>6. Demonstrate the task satisfactorily for an evaluator. | 1. Provide resources and references related to this task.<br>2. Set-up and present audio-visual materials related to the task.<br>3. Demonstrate making beds for different purposes.<br>4. Give the students a quiz related to this task and evaluate the results.<br>5. Evaluate a student's demonstration of the task using the achievement indicators as a guide. |

**DUTY/TASK NUMBER** E14

| Tools and/or Equipment | Conditions |
|---|---|
| Audio visual aides and equipment<br>Health occupation lab equipped with hospital bed and linen for bed making | Given a bed to be changed |

**Criteria** Competence in the task will be recognized when the client's bed is changed according to the procedure of the training program and/or institution and the achievement indicators listed.

# Curriculum Worksheet

Duty No. F

Task No. 1

**Duty** Performing Activities Related to Transport/Transfer/Positioning

**Task** Adjust a hospital bed using the cranks or electric controls on the bed to position a client.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Determined position to be assumed - | ____ | ____ |
| 2. Explained adjustment of bed position to client - | ____ | ____ |
| 3. Identified cranks/controls needed to adjust to needed position - | ____ | ____ |
| 4. Manipulated cranks/controls in prescribed manner until bed assumed specified position - | ____ | ____ |
| 5. Replaced cranks/controls in designated holder if appropriate - | ____ | ____ |

## References & Resources

DUTY/TASK NUMBER F1

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read the assigned resources and references on bed positions and their functions. | 1. Assemble the resources and references materials on bed positions and their functions. |
| 2. Practice positioning the beds in the positions demonstrated after watching a demonstration. | 2. Demonstrate positioning the gatch beds and the electric bed in the following positions:<br>a. Fowler's<br>b. Semi-Fowler's<br>c. Trendelenburg<br>d. Reverse trendelenburg<br>e. Contour |
| 3. Take the performance test on bed positioning. | 3. Evaluate a student's demonstration of the task using the achievement indicators as a guide. |
| 4. Demonstrate the task satisfactorily for an evaluator. | |

**DUTY/TASK NUMBER** F1

| Tools and/or Equipment | Conditions |
|---|---|
| Manually operated beds<br>Electric bed | Given a situation where the student must position bed in one of the following positions:<br>a. Fowler's<br>b. Semi-Fowler's<br>c. Trendelenburg<br>d. Reverse trendelenburg<br>e. Contour |

**Criteria** Competence in the task will be recognized when the hospital bed is adjusted to position a client according to the bed manufacturer's guidelines and the achievement indicators listed.

# Curriculum Worksheet

Duty No. F

Task No. 2

**Duty** Performing Activities Related to Transport/Transfer/Positioning

**Task** Move a client into the supine, semi-Fowler's, Fowler's, prone, lateral or Sim's position using a knowledge of proper body mechanics, an adjustable bed and a knowledge of the client's condition to facilitate health care procedures and/or comfort.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Checked supervisor's order - | | |
| 2. Washed hands before and after procedure - | | |
| 3. Identified client - | | |
| 4. Explained position to be assumed to assure cooperation of client - | | |
| 5. Screened client from view of others - | | |
| 6. Positioned client in prescribed manner using proper body mechanics - | | |
| 7. Recorded/reported any pertinent observations - | | |

## References & Resources

DUTY/TASK NUMBER F2

## Student Learning Activities

1. Read the assigned resources and references on the positions presented.
2. View the transparencies on positioning of clients and proper body mechanics.
3. Attend a demonstration illustrating how to move clients into the following positions using proper body mechanics:
    a. supine
    b. Fowler's/semi-Fowler's
    c. lateral
    d. Sim's
    e. prone
4. Attend a lecture/discussion related to the task. Discuss uses for the various positions.
5. Practice positioning "clients" in the positions listed using the following simulations:
    a. client paralyzed on the left side
    b. comatose client
    c. very weak client

## Teacher Activities

1. Provide resources and references on the various positions and review proper body mechanics.
2. Show audio-visual transparencies on positioning and proper body mechanics.
3. Present a lecture/discussion which may include the following:
    a. purposes for each position
    b. proper body mechanics to be used during the task.
    c. the hazards of immobility
4. Demonstrate moving the client into the following positions:
    a. supine
    b. Fowler's/semi-Fowler's
    c. lateral
    d. Sim's
5. Demonstrate how to properly support clients with special needs in different positions.
6. Give the students a quiz related to this task and evaluate the results.
7. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

**DUTY/TASK NUMBER** F2

| Tools and/or Equipment | Conditions |
|---|---|
| Hospital beds<br>Electric beds<br>Pillows<br>Bath blankets<br>Footboard<br>Hand rolls<br>Sandbags | Given a situation in which a client has to be moved into one of the following positions:<br>a. supine<br>b. semi-Fowler's<br>c. Fowler's<br>d. lateral<br>e. Sim's<br>f. prone |

**Criteria** Competence in the task will be recognized when a client is positioned as ordered with all body parts in proper alignment according to the guidelines of the training program and/or institution and the achievement indicators listed.

# Curriculum Worksheet

Duty No. F

Task No. 3

**Duty** Performing Activities Related to Transport/Transfer/Positioning

**Task** Support weakened or paralyzed joints of a client using appropriate materials and equipment to maintain body alignment and a functional joint position.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Read supervisor's order - | ____ | ____ |
| 2. Identified joints needing support - | ____ | ____ |
| 3. Assembled equipment - | ____ | ____ |
| 4. Washed hands before and after procedure - | ____ | ____ |
| 5. Explained procedure for supporting joints to assure cooperation of the client - | ____ | ____ |
| 6. Placed supports in prescribed manner - | ____ | ____ |
| 7. Positioned client and equipment to assure comfort and safety of client - | ____ | ____ |
| 8. Recorded/reported procedure and/or pertinent observations per institutional policy - | ____ | ____ |

## References & Resources

How to Be a Nurse's Aide in a Nursing Home - American Health Care Association
Positioning to Prevent Complications Slides - Trainex

DUTY/TASK NUMBER F3

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references related to this task.<br>2. View audio-visual material on positioning to prevent complications.<br>3. Attend demonstration of the task.<br>4. Practice the task.<br>5. Demonstrate proficiency on a quiz related to this task.<br>6. Demonstrate the task satisfactorily for an evaluator. | 1. Provide resources and references related to the task.<br>2. Present a lecture/discussion which may include the following:<br>a. anatomy and physiology of the skeletal and muscular systems<br>b. hazards of immobility to joint function<br>c. different supports which can assist in keeping joints aligned<br>3. Demonstrate ways to support the joints of the body in a functional position. |

**DUTY/TASK NUMBER** F3

| Tools and/or Equipment | Conditions |
|---|---|
| Audio-visual equipment<br>Hospital bed<br>Hand rolls<br>Pillows<br>Bath blankets<br>Sand bags<br>Sheep skin<br>Foot board<br>Heel protectors<br>Floatation mattress<br>Bed cradle | Given the necessary materials, resources and equipment and a client whose joints need to be supported in proper alignment |

**Criteria** Competence in the task will be recognized when the joints of a client are supported according to a supervisor's order, the guidelines of the training program and/or institution, and the achievement indicators listed.

# Curriculum Worksheet

Duty No. F

Task No. 4

**Duty** Performing Activities Related to Transport/Transfer/Positioning

**Task** Transfer a client from a bed or chair to a wheelchair using proper body mechanics and appropriate equipment to transport the client to a different location.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Checked supervisor's order - | | |
| 2. Washed hands before and after procedure - | | |
| 3. Assembled equipment - | | |
| 4. Identified client - | | |
| 5. Explained the transfer procedure to assure cooperation of the client - | | |
| 6. Moved client from bed or chair to wheelchair in prescribed manner using proper body mechanics - | | |
| 7. Secured client in chair to assure comfort and safety - | | |
| 8. Reported/recorded any pertinent observations per institutional policy - | | |

## References & Resources

How to Be a Nurse's Aide in a Nursing Home - American Health Care Association
Transfer Activities and Ambulation Slides - Trainex

DUTY/TASK NUMBER F4

## Student Learning Activities

1. Read assigned resources and references related to this task.
2. View audiovisual materials related to this task.
3. Attend a lecture/discussion and demonstration for transfer activities.
4. Practice procedure according to instructor guidelines.
5. Demonstrate proficiency on a quiz related to this task.
6. Demonstrate the task satisfactorily for an evaluator.

## Teacher Activities

1. Provide necessary resource materials, equipment and supplies to demonstrate task.
2. Present a lecture/discussion related to this task which may include:
    a. anatomy and physiology of the musculoskeletal system
    b. principles of body mechanics to be used during transfer
3. Demonstrate procedure transfer from bed or chair to wheelchair using various client capabilities.
4. Demonstrate how to secure a client in a wheelchair using devices as:
    a. safety belt
    b. posey belt
    c. fireman's sling
5. Give the students a quiz related to this task and evaluate the results.
6. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

DUTY/TASK NUMBER F4

| Tools and/or Equipment | Conditions |
|---|---|
| Audio-visual equipment: Caramate projector<br>Wheelchair<br>Hospital bed<br>Chair<br>Safety belt<br>Posey belt<br>Transfer belt<br>Sheet | Given the necessary materials, resources, equipment, and a client needing transfer to a wheelchair |

**Criteria** Competence in this task will be recognized when the client is transferred to a wheelchair according to the client's condition, the procedure of the training program and/or institution, and the achievement indicators listed.

# Curriculum Worksheet

Duty No. F   Task No. 5

**Duty** Performing Activities Related to Transport/Transfer/Positioning

**Task** Transfer a client from a bed to a stretcher using a knowledge of proper body mechanics and appropriate equipment to maintain physical safety of self and client.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Washed hands before and after procedure - | | |
| 2. Assembled equipment - | | |
| 3. Identified client - | | |
| 4. Explained procedure to assure cooperation of client - | | |
| 5. Transferred client to stretcher in prescribed manner using proper body mechanics - | | |
| 6. Positioned client and equipment to assure comfort and safety of client - | | |
| 7. Secured client on stretcher per institutional policy - | | |
| 8. Recorded/reported transfer per institutional policy - | | |

## References & Resources

Lifting and Moving Patients Filmstrip - Trainex
Transfer Activities and Ambulation Filmstrip - Trainex

DUTY/TASK NUMBER **F5**

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references related to this task. | 1. Provide resources and references related to this task. |
| 2. View audio-visual material related to this task. | 2. Present a lecture discussion as outlined in task F-4. |
| 3. Attend lecture/demonstration of this task. | 3. Demonstrate task using varying levels of a client's capability to help. |
| 4. Practice the task using varying levels of a client's capability to help. | 4. Demonstrate the use of a transfer belt. |
| 5. Demonstrate proficiency on a quiz related to this task. | 5. Give the students a quiz related to this task and evaluate the results. |
| 6. Demonstrate the task satisfactorily for an evaluator. | 6. Evaluate a student's demonstration of the task using the achievement indicators as a guide. |

**DUTY/TASK NUMBER** F5

| Tools and/or Equipment | Conditions |
|---|---|
| Audio-visual equipment (Caramate projector)<br>Hospital bed<br>Stretcher | Given the necessary materials, resources and a client needing transfer to a stretcher |

**Criteria** Competence in the task will be recognized when a client is transferred to a stretcher according to the guidelines of the training program and/or institution and the achievement indicators listed.

# Curriculum Worksheet

Duty No. F

Task No. 6

**Duty** Performing Activities Related to Transport/Transfer/Positioning

**Task** Operate a wheelchair or stretcher using a knowledge of physics and the equipment and proper body mechanics to transport a client from one location to another.

**Pre-Test** (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Adjusted equipment on stretcher/wheelchair to assure client comfort and safety - | ____ | ____ |
| 2. Pushed stretcher/wheelchair in prescribed manner to area desired - | ____ | ____ |
| 3. Locked stretcher/wheelchair in place when destination is reached - | ____ | ____ |

## References & Resources

Wheelchair Manufacturers' Manuals

DUTY/TASK NUMBER F6

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references related to this task. | 1. Provide resources and references related to this task. |
| 2. View audio-visual material on transfer activities. | 2. Set-up and present audio-visual materials related to this task. |
| 3. Attend demonstration of task. | 3. Demonstrate task stressing the use of proper body mechanics. |
| 4. Practice task. | 4. Evaluate a student's demonstration of the task using the achievement indicators as a guide. |
| 5. Demonstrate the task satisfactorily for an evaluator. | |

DUTY/TASK NUMBER F6

| Tools and/or Equipment | Conditions |
|---|---|
| Audio-visual materials<br>Wheelchair<br>Stretcher | Given the necessary materials, resources, equipment, and a client to be moved via wheelchair/stretcher |

**Criteria** Competence in the task will be recognized when a client is transported from one location to another by operating a wheelchair or stretcher according to the institution's guidelines and the achievement indicators listed.

# Curriculum Worksheet

**Duty No.** F

**Task No.** 7

**Duty** Performing Activities Related to Transport/Transfer/Positioning

**Task** Pull a client to a standing position using a knowledge of proper body mechanics and appropriate equipment to maintain the physical safety of self and client.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Washed hands before and after procedure - | ____ | ____ |
| 2. Identified client - | ____ | ____ |
| 3. Explained procedure to assure client cooperation - | ____ | ____ |
| 4. Sat client upright to assess for an untoward reaction - | ____ | ____ |
| 5. Stood client in prescribed manner using proper body mechanics - | ____ | ____ |
| 6. Observed client for an untoward reaction - | ____ | ____ |

## References & Resources

See Bibliography - #10

DUTY/TASK NUMBER F7

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references on moving a client to a standing position.<br>2. View audio-visual materials related to this task.<br>3. Observe a demonstration of task by instructor.<br>4. Practice demonstration of task with peer for teacher to observe and critique.<br>5. Observe and record client's reaction when sitting and standing.<br>6. Demonstrate the task satisfactorily for an evaluator. | 1. Provide resources and references related to the task.<br>2. Use and explain the importance of body mechanics in this task.<br>3. Demonstrate use of transfer belt.<br>4. Use varying levels of a client's capability to demonstrate task.<br>5. Work in small groups of three where students critique the performance of the task by another.<br>6. Explain what information is pertinent to observe in standing a client.<br>7. Evaluate a student's demonstration of the task using the achievement indicators as a guide. |

**DUTY/TASK NUMBER** F7

| Tools and/or Equipment | Conditions |
|---|---|
| Chair or hospital bed with siderails<br>Transfer belt<br>Proper equipment for showing audio-visual materials<br>Trainex machine or filmstrip projector | Given a situation when a client needs to be pulled to a standing position |

**Criteria** Competence in the task will be recognized when a client is pulled to a standing position according to the guidelines of the training program and/or institution and the achievement indicators listed.

# Curriculum Worksheet

Duty No. F Task No. 8

**Duty** Performing Activities Related to Transport/Transfer/Positioning

**Task** Support an ambulating client using a knowledge of proper body mechanics and appropriate equipment to maintain physical safety of self and client.

**Pre-Test (Same as Achievement Indicators)**

| The learner: | Yes | No |
|---|---|---|
| 1. Checked supervisor's order - | ____ | ____ |
| 2. Washed hands before and after procedure - | ____ | ____ |
| 3. Assembled equipment needed to support client during ambulation if needed - | ____ | ____ |
| 4. Identified client - | ____ | ____ |
| 5. Explained procedure for ambulation to assure cooperation of the client - | ____ | ____ |
| 6. Ambulated client in prescribed manner - | ____ | ____ |
| 7. Positioned client and equipment to assure comfort and safety - | ____ | ____ |
| 8. Recorded/reported any pertinent observations per institutional policy - | ____ | ____ |

**References & Resources**

See Bibliography - #10

DUTY/TASK NUMBER L-F8

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references on ambulation of a client. | 1. Provide resources and references related to the task. |
| 2. View audio-visual material related to this task. | 2. Set-up and present audio-visual materials related to this task. |
| 3. View classroom demonstration of task by instructor. | 3. Demonstrate the task for the class using one or more of the following situations:<br>a. a client using a cane<br>b. a cient using a walker<br>c. a client using crutches<br>d. a client who is weak on one side |
| 4. Practice demonstration for teacher to observe and evaluate. | 4. Work in small groups of three to critique performance of the task during practice. |
| 5. Observe and record any observations of client. | 5. Give and explain what information is pertinent to observe in ambulating client. |
| 6. Demonstrate proficiency on a quiz related to this task. | 6. Give the students a quiz related to this task and evaluate the results. |
| 7. Demonstrate the task satisfactorily for an evaluator. | 7. Evaluate a student's demonstration of the task using the achievement indicators as a guide. |

DUTY/TASK NUMBER F8

| Tools and/or Equipment | Conditions |
|---|---|
| Transfer belt<br>Chair or bed to seat client<br>Trainex 8 track projector or cassette player and filmstrip projector<br>Walker<br>Crutches<br>Cane | Given a situation when a client needs to be ambulated |

**Criteria** Competence in the task will be recognized when the client ambulates according to the client's abilities, specifications of a supervisor's order, procedure of the institution, and the achievement indicators listed.

# Curriculum Worksheet

Duty No. 6

Task No. 1

**Duty** Providing Activities Related to Exercise

**Task** Instruct a client using a supervisor's order and a knowledge of the musculoskeletal system to perform active range of motion on all joints.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Read supervisor's order - | ____ | ____ |
| 2. Washed hands before and after procedure - | ____ | ____ |
| 3. Identified client - | ____ | ____ |
| 4. Explained purpose of range of motion to assure client cooperation - | ____ | ____ |
| 5. Told client which joints to move, how to move them, and how often to move them - | ____ | ____ |
| 6. Demonstrated joint movement to the client as needed - | ____ | ____ |
| 7. Watched client move joints as instructed - | ____ | ____ |
| 8. Reported/recorded client's needs and abilities for the range of joint motion procedure - | ____ | ____ |
| 9. Recorded/reported procedure per institutional policy - | ____ | ____ |

## References & Resources

See Bibliography - #9, #10, and #15

DUTY/TASK NUMBER G1

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references on active range of motion. | 1. Provide resources and references related to this task. |
| 2. Read the assignment and answer questions on musculoskeletal system. | 2. Set-up and present audio-visual materials related to this task. |
| 3. Identify major muscles and bones of body on a torso, sketlton, and self. | 3. Identify major muscles on a torso and bones on skeleton for the class. |
| 4. View audio-visual materials related to this task. | 4. Do a demonstration of task for class. State each type of joint motion as it occurs. |
| 5. Observe a demonstration or explanation of task by the instructor. | 5. Give the students a quiz related to this task and evaluate the results. |
| 6. Practice demonstration for instructor using a peer and all steps. State each type of joint movement. | 6. Evaluate a student's demonstration of the task using the achievement indicators as a guide. |
| 7. Demonstrate proficiency on a quiz related to this task. | |
| 8. Demonstrate the task satisfactorily for an evaluator. | |

**DUTY/TASK NUMBER** G1

| Tools and/or Equipment | Conditions |
|---|---|
| Hospital bed with siderails<br>Bath blanket or sheet<br>Chart<br>Screen<br>Torso and skeleton or wall anatomical chart<br>Trainex projector, cassette play and filmstrip projector | Given a situation when a client needs to have joints moved through active range of motion |

**Criteria** Competence in the task will be recognized when a client moves through active range of motion as instructed according to the need and abilities of the client and the achievement indicators listed.

# Curriculum Worksheet

**Duty No.** 6

**Task No.** 2

**Duty** Providing Activities Related to Exercise

**Task** Perform passive range of motion using a supervisor's order and a knowledge of the musculoskeletal system to maintain maximum joint mobility

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Checked supervisor's order for individual joint limitations - | | |
| 2. Washed hands before and after procedure - | | |
| 3. Identified client - | | |
| 4. Explained range of motion excercises to assure cooperation of the client - | | |
| 5. Screened client from the view of others as needed - | | |
| 6. Moved client's joint through range of motion in prescribed manner using proper body mechanics - | | |
| 7. Supported each joint during movement - | | |
| 8. Positioned client and equipment to assure comfort and safety - | | |
| 9. Recorded/reported any pertinent observations per institutional policy - | | |

## References & Resources

See Bibliography - #9, #10 and #15

**DUTY/TASK NUMBER** G2

## Student Learning Activities

1. Read assigned resources and references on passive range of motion.
2. Review Anatomy of Musculoskeletal System.
3. View audio-visual materials related to this task.
4. Observe demonstration of the task by the instructor.
5. Practice of task on a fellow student stating each type of joint movement as it is done.
6. Observe and record information about client's degree of mobility.
7. Demonstrate proficiency on a quiz related to this task.
8. Demonstrate the task satisfactorily for an evaluator.

## Teacher Activities

1. Provide references and resources related to the task.
2. Review anatomy of the musculoskeletal system.
3. Do demonstration of the task.
4. Explain observations to be recorded.
5. Give the students a quiz related to this task and evaluate the results.
6. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

**DUTY/TASK NUMBER** G2

| Tools and/or Equipment | Conditions |
|---|---|
| Hospital bed with siderails<br>Pillows<br>Bath blanket or sheet<br>Siderails on bed<br>Screen | Given a situation where a client needs passive range of motion to the joints |

**Criteria** Competence in the task will be recognized when the client's joints are moved through their range of motion passively according to the order of the supervisor, procedure of the training program and/or institution, and the achievement indicators listed.

# Curriculum Worksheet

Duty No. H Task No. 1

**Duty** Providing Therapeutic Treatments

**Task** Apply non-medicinal topical ointments using appropriate materials and a knowledge of medical and surgical aseptic technique to treat excoriated or abraded areas on a client's skin.

## Pre-Test (Same as Achievement Indicators)

| | The learner: | Yes | No |
|---|---|---|---|
| 1. | Read supervisor's order - | ___ | ___ |
| 2. | Washed hands before and after procedure - | ___ | ___ |
| 3. | Assembled supplies - | ___ | ___ |
| 4. | Identified client - | ___ | ___ |
| 5. | Explained procedure for application of ointment to assure client cooperation - | ___ | ___ |
| 6. | Screened client from view of others if necessary - | ___ | ___ |
| 7. | Applied ointment to designated area in prescribed manner using proper aseptic technique - | ___ | ___ |
| 8. | Positioned client and equipment to assure safety and comfort of client - | ___ | ___ |
| 9. | Cleaned/disposed of used supplies per institutional policy - | ___ | ___ |
| 10. | Recorded/reported procedure and any pertinent observations per institutional policy - | ___ | ___ |

## References & Resources

See Bibliography - #10

DUTY/TASK NUMBER H1

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references on aseptic technique and applications of topical ointments. | 1. Provide audio-visual and reference materials related to this task. |
| 2. View audio-visual materials related to the task. | 2. Develop module to accompany instructions if desired. |
| 3. Observe a demonstration of the task. | 3. Review microorganisms and aseptic technique in a lecture/discussion. |
| 4. Do practice demonstration for instructor to observe and evaluate. | 4. Do demonstration of task for class. |
| 5. Observe and record information about client pertinent to the task. | 5. Review information to be recorded for this task. |
| 6. Demonstrate the task satisfactorily for an evaluator. | 6. Evaluate a student's demonstration of the task using the achievement indicators as a guide. |

**DUTY/TASK NUMBER** H1

| Tools and/or Equipment | Conditions |
|---|---|
| Ointment or vaseline<br>Tongue depressor<br>Sterile gauze<br>Bed<br>Screen<br>Sterile gloves<br>Sterile water<br>Singer - tape and filmstrip player | Given a situation where a client needs a non-medicinal ointment applied to an affected area |

**Criteria** Competence in the task will be recognized when a non-medicinal ointment is applied to treat an excoriated or abraded area on a client's skin according to a supervisor's order, institutional policies and procedures, and the achievement indicators listed.

# Curriculum Worksheet

Duty No. H

Task No. 2

**Duty** Providing Therapeutic Treatments

**Task** Perform preoperative care using appropriate equipment and resources, a knowledge of the operative procedure and the preoperative checklist of an institution to prepare a client for surgical procedure.

## Pre-Test (Same as Achievement Indicators)

The learner: Yes No

1. Read supervisor's order - ____ ____
2. Washed hands before and after any procedures performed to prepare client for surgery to assure client cooperation - ____ ____
3. Assembled equipment and supplies - ____ ____
4. Identified client - ____ ____
5. Explained any procedure to be performed to prepare client for surgery to assure client cooperation - ____ ____
6. Screened client from the view of others if necessary - ____ ____
7. Performed procedures to prepare client for surgery in prescribed manner - ____ ____
8. Positioned client and equipment to assure comfort and safety of client - ____ ____
9. Cleaned/disposed of used supplies and equipment per institutional policy - ____ ____
10. Recorded/reported preoperative procedures per institutional policy - ____ ____

## References & Resources

See Bibliography - #10

DUTY/TASK NUMBER H2

## Student Learning Activities

1. Read assigned resources and references on preoperative care.
2. Define terminology pertaining to surgical procedures.
3. Read/review assigned material on:
    a. cleansing enema
    b. oral hygiene for the patient (denture care)
    c. bath or shower procedure
    d. shaving the operative site
    e. sterile scurbbing of operative site
    f. vaginal douche
4. View audio-visual materials related to the task.
5. View demonstrations of various phases of preoperative care.
6. Review procedure for taking BP, pulse, respirations, and temperature.
7. Complete a skin prep shave on a fellow student.
8. Practice making a surgical bed.
9. Record observation of client during procedures.
10. Demonstrate proficiency on a quiz related to this task.
11. Demonstrate the task satisfactorily for an evaluator.

## Teacher Activities

1. Provide resources and references and audiovisual material related to this task.
2. Give list of terminology pertaining to surgical procedures.
3. Evaluate knowledge of these terms via a quiz, bee, crossword puzzle, or worksheet.
4. Demonstrate the following:
    a. shaving the operative site (Have a prep manual available to show different types for different surgeries)
    b. surgical scrub of the operative site
    c. pre-operative care for the night prior to surgery
    d. pre-operative care the day of surgery
    e. making a surgical bed
5. Provide for review of procedure for taking BP, pulse, respiration, and temperature.
6. Review information form a preoperative checklist. Provide samples of complete checklists.
7. Review hospital policies on handling a client's valuables during surgery.
8. Give the students a quiz related to this task and evaluate the results.
9. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

**DUTY/TASK NUMBER** H2

| Tools and/or Equipment | Conditions |
|---|---|
| Disposable enema and vaginal douche kit<br>Toothpaste and toothbrush<br>Denture cup<br>Disposable razor<br>Sterile gloves<br>Sterile pre-op scrub brush<br>Stethoscope/sphygmamanometer<br>Clock with second hand<br>Preoperative checklist<br>Nail remover<br>Bath blanket and towel<br>Disinfectant solution (phisohex) for skin<br>Thermometer<br>Gown<br>Surgical bonnet<br>Hospital bed with siderails<br>Stretcher with siderails<br>Pre-op prep kit | Given a situation when a client needs preoperative care |

**Criteria** Competence in the task will be recognized when a client is prepared for a surgical procedure according to a supervisor's order, the institution's procedure, the preoperative checklist, and the achievement indicators listed.

# Curriculum Worksheet

Duty No. 4 Task No. 3

**Duty** Providing Therapeutic Treatments

**Task** Perform routine postoperative care using appropriate equipment and resources to prevent or detect complications in the immediate postoperative period.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Read supervisor's order - | | |
| 2. Washed hands before and after any routine procedures performed as part of routine postoperative care - | | |
| 3. Assembled equipment and supplies - | | |
| 4. Identified client - | | |
| 5. Explained any procedure to be performed as part of routine postoperative care to assure client cooperation - | | |
| 6. Screened client from view of others if necessary - | | |
| 7. Performed procedures designated as routine postoperative care in prescribed manner - | | |
| 8. Positioned client and equipment to assure comfort and safety of client - | | |
| 9. Cleaned/replaced equipment per institutional policy - | | |
| 10. Recorded/reported routine postoperative procedures per institutional policy - | | |

## References & Resources

See Bibliography - #14

DUTY/TASK NUMBER H3

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references related to this task. | 1. Provide resources and references related to this task. |
| 2. Attend a lecture/discussion related to this task. | 2. Present and discuss Trainex filmstrip on post operative care. |
| 3. View film (trainex) on post operative care. | 3. Demonstrate method of transferring post operative patient from stretcher to post operative bed. |
| 4. Perform the following in a simulated client situation:<br>a. dressings<br>b. tubes (NIG, wound)<br>c. intravenous feedings<br>d. vital signs<br>e. pain | 4. Demonstrate the following:<br>a. checking dressings<br>b. checking tubes<br>c. monitoring intravenous feedings<br>d. assessing pain |
| 5. Demonstrate proficiency on a quiz related to this task. | 5. Provide simulated postoperative situations for students to practice the task. |
|  | 6. Administer a quiz related to this task and evaluate the results. |

**DUTY/TASK NUMBER** H3

| Tools and/or Equipment | Conditions |
|---|---|
| Patient unit<br>Thermometer<br>Sphygmomanometer<br>Stethoscope<br>Emesis basin<br>Tissue<br>Intravenous equipment<br>Filmstrip/screen/film<br>Tubes<br>Bed pan<br>Mannequin<br>Chart | Given the necessary equipment and resources and a client needing post-operative care |

**Criteria** Competence in the task will be recognized when routing post operative procedures are performed according to a supervisor's order, the institution's procedure, and the achievement indicators listed.

# Curriculum Worksheet

Duty No. H Task No. 4

**Duty** Providing Therapeutic Treatments

**Task** Apply heat using appropriate materials and equipment to promote increased circulation to an area of a client's body.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Read supervisor's order - | ____ | ____ |
| 2. Washed hands before and after procedure - | ____ | ____ |
| 3. Assembled equipment and supplies - | ____ | ____ |
| 4. Identified client - | ____ | ____ |
| 5. Explained procedure for application of heat to assure client cooperation - | ____ | ____ |
| 6. Screened client from view of others if necessary - | ____ | ____ |
| 7. Placed heat source on designated area of client for time interval ordered in prescribed manner using proper aseptic technique - | ____ | ____ |
| 8. Observed area for untoward effects per institutional policy - | ____ | ____ |
| 9. Positioned client and equipment to assure comfort and safety of client - | ____ | ____ |
| 10. Cleaned and replaced equipment per institutional policy - | ____ | ____ |
| 11. Recorded/reported procedure and pertinent observations per institutional policy - | ____ | ____ |

## References & Resources

See Bibliography - #10 and #15

**DUTY/TASK NUMBER** H4

## Student Learning Activities

1. Read assigned resources and references on heat applications.
2. Review the circulatory system and the effects of heat on circulation.
3. Review proper aseptic technique procedure.
4. Observe a demonstration of task by the instructor.
5. Review safety measures for patient and self when applying heat.
6. List observations to be made when applying heat.
7. Practice applying the following types of heat:
    a. heat lamp
    b. hot water bottle
    c. warm moist compresses
8. Demonstrate proficiency on a quiz related to this task.
9. Demonstrate the task satisfactorily for an evaluator.

## Teacher Activities

1. Provide resources and references related to the task.
2. Review the circulatory system and explain the effects of heat on circulation.
3. Review proper aseptic techniques on applying heat to the skin.
4. Demonstrate for the class how to apply the following types of heat:
    a. dry
    b. moist
    c. compresses
    d. hot water bottle
    e. electric heating pad
5. Discuss observations to be made with application of heat.
6. Develop module to accompany skill if desired.
7. Discuss safety rules pertaining to heat applications.
8. Give the students a quiz related to this task and evaluate the results.
9. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

**DUTY/TASK NUMBER** H4

| Tools and/or Equipment | Conditions |
|---|---|
| Gauze squares<br>Hot water bottle<br>Electric heating pad<br>Bed or chair<br>Basin for water<br>Bath blanket and towels<br>Rubber draw sheet or some protective bedding<br>Chux<br>Plastic wrap compresses | Given a situation when a client needs a heat application to a specific area |

**Criteria** Competence in the task will be recognized when heat is applied to a designated area of a client according to a supervisor's order, manufacturer's directions and/or institutional procedure, and the achievement indicators listed.

# Curriculum Worksheet

Duty No. H

Task No. 5

**Duty** Providing Therapeutic Treatments

**Task** Apply cold using appropriate materials and equipment to reduce metabolism, circulation, or edema in an area of a client's body.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Read supervisor's order - | | |
| 2. Washed hands before and after procedure - | | |
| 3. Assembled equipment and supplies - | | |
| 4. Identified client - | | |
| 5. Explained procedure for application of cold to assure client cooperation - | | |
| 6. Screened client from view of others if necessary - | | |
| 7. Placed cold source on designated area of client for time interval ordered, in prescribed manner using proper aseptic technique - | | |
| 8. Observed area for untoward effects per institutional policy - | | |
| 9. Positioned client and equipment to assure comfort and safety of client - | | |
| 10. Cleaned and replaced equipment per institutional policy - | | |
| 11. Recorded/reported procedure and any pertinent observations per institutional policy - | | |

## References & Resources

See Bibliography - #10 and #15

DUTY/TASK NUMBER H5

## Student Learning Activities

1. Read assigned resources and references on cold applications.
2. Review circulatory system and the effects of cold on circulation.
3. Observe a demonstration of the task by instructor.
4. Review safety measures related to the application of cold.
5. Review observations to be made when applying cold.
6. Demonstrate proficiency on a quiz related to this task.
7. Demonstrate the task satisfactorily for an evaluator.

## Teacher Activities

1. Provide resources and references related to this task.
2. Review circulatory system and explain the effects of cold on circulation.
3. Discuss safety measures related to the application of cold.
4. Discuss observations to be done during the application of cold.
5. Do demonstration of task including:
   a. cold moist application
   b. cold dry application (ice bag, ice collar, ice mattress)
6. Develop module to accompany instruction if desired.
7. Give the students a quiz related to this task and evaluate the results.
8. Evaluate the student's demonstration of the task using the achievement indicators as a guide.

DUTY/TASK NUMBER H5

| Tools and/or Equipment | Conditions |
|---|---|
| Gauze squared<br>Ice collar<br>Bed or chair<br>Basin for water<br>Both blanket and towels<br>Rubber draw sheet or other protective bedding<br>Chux<br>Plastic wrap to cover moist compresses<br>Ice mattress and unit | Given a situation where a client needs a cold application to a designated area |

**Criteria** Competence in the task will be recognized when cold is applied to a designated area of a client according to a supervisor's order, the manufacturer directions and/or the institution's procedures, and the achievement indicators listed.

# Curriculum Worksheet

Duty No. H

Task No. 6

**Duty** Providing Therapeutic Treatments

**Task** Instruct a client in deep breathing and coughing using a supervisor's order, a knowledge of the client's condition, and appropriate supports to clean the lungs of secreations.

## Pre-Test (Same as Achievement Indicators)

The learner:

| | Yes | No |
|---|---|---|
| 1. Washed hands before and after procedure - | | |
| 2. Identified client - | | |
| 3. Explained procedure for deep breathing and coughing in prescribed manner - | | |
| 4. Watched client demonstrate procedure - | | |
| 5. Gave client feedback as necessary - | | |
| 6. Recorded/reported procedure and pertinent observations per institutional policy - | | |

## References & Resources

See Bibliography - #31 and #36

DUTY/TASK NUMBER H6

## Student Learning Activities

1. Read the assigned resources and references on breathing exercises and the cough.
2. List/verbalize the indications and contraindications for this task.
3. Observe a demonstration of this task.
4. Instruct a partner in the breathing excercises and the cough..
5. Practice the breathing exercises and cough yourself.
6. Record/report the procedure and pertinent observations on a simulated client record.
7. Demonstrate methods of supporting wounds and/or painful areas during the breathing exercises and cough.
8. Demonstrate proficiency on a quiz related to this task.
9. Demonstrate the task satisfactorily for an evaluator.

## Teacher Activities

1. Provide resources and references on breathing exercises and coughing.
2. Discuss indications and contraindications for breathing exercises and coughing and pertinent observations to be recorded/reported.
3. Demonstrate the task including:
   - a. diaphragmatic breathing control
   - b. chest wall exercises
   - c. abdominal breathing
   - d. effective coughing
4. Critique the students as they practice.
5. Demonstrate methods of supporting wounds and/or painful areas during the breathing exercises and cough.
6. Arrange for a respiratory therapy person to demonstrate breathing exercises and cough to the students.
7. Give the students a quiz related to this task and evaluate the results.
8. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

**DUTY/TASK NUMBER** H6

| Tools and/or Equipment | Conditions |
|---|---|
| Pillows | Given a situation in which a client needs to be instructed in deep breathing and coughing |

**Criteria** Competence in the task will be recognized when the client is instructed in deep breathing and coughing according to the institution's procedure and the achievement indicators listed.

# Curriculum Worksheet

Duty No. H

Task No. 7

**Duty** Providing Therapeutic Treatments

**Task** Administer a douche using appropriate materials and equipment to irrigate the vagina of a female client.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Read supervisor's order - | ___ | ___ |
| 2. Washed hands before and after procedure - | ___ | ___ |
| 3. Assembled equipment and supplies - | ___ | ___ |
| 4. Identified client - | ___ | ___ |
| 5. Screened client from the view of others - | ___ | ___ |
| 6. Administered douche in prescribed manner - | ___ | ___ |
| 7. Positioned client and equipment to assure comfort and safety of the client - | ___ | ___ |
| 8. Cleaned/disposed of used equipment and supplies per institutional policy - | ___ | ___ |
| 9. Recorded/reported procedure and pertinent observations per institutional policy - | ___ | ___ |

## References & Resources

See Bibliography - #10

**DUTY/TASK NUMBER** H7

## Student Learning Activities

1. Read assigned resources and references on vaginal irrigation.
2. Attend a lecture/discussion related to this task.
3. Observe demonstration of vaginal douche on a mannikin by instructor.
4. Practice task.
5. Demonstrate proficiency on a quiz related to this task.
6. Demonstrate the task satisfactorily for an evaluator.

## Teacher Activities

1. Provide resource and references related to this task.
2. Present a lecture/discussion which may include the following:
    a. purpose(s) of a douche
    b. types of solutions used for douches
    c. safety precautions to be used
    d. anatomy of the female reproductive system
3. Give the students a quiz related to this task and evaluate the results.
4. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

DUTY/TASK NUMBER H7

| Tools and/or Equipment | Conditions |
|---|---|
| Irrigating nozzle or soft rubber catheter (may use disposable vaginal douche kit)<br>Cup with cotton balls<br>Emesis Basin<br>Irrigating can with rubber tubing and clamp<br>Graduate<br>Bath thermometer<br>I.V. pole<br>Bed protector<br>Bedpan and cover<br>Gloves<br>Bath blanket<br>Solution to be used<br>Mannikin | Given a client who needs a vaginal douche |

**Criteria** Competence in the task will be recognized when a douche is administered to a client according to a supervisor's order, institutional procedure, and the achievement indicators listed.

# Curriculum Worksheet

Duty No. H

Task No. 8

**Duty** Providing Therapeutic Treatments

**Task** Assist with a dressing change using appropriate materials and a knowledge of surgical aseptic technique to maintain the cleanliness of a wound.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Read supervisor's order - | | |
| 2. Washed hands before and after procedure - | | |
| 3. Assembled equipment and supplies - | | |
| 4. Identified client - | | |
| 5. Explained procedure for wound dressing to assure client cooperation - | | |
| 6. Screened client from view of others if necessary - | | |
| 7. Positioned client from view of others if necessary - | | |
| 8. Assisted with dressing change in prescribed manner - | | |
| 9. Secured dressing in place in prescribed manner - | | |
| 10. Disposed of used equipment, supplies, and old dressings per institutional policy - | | |
| 11. Recorded/reported procedure per institutional policy - | | |

## References & Resources

See Bibliography - #10

DUTY/TASK NUMBER H8

## Student Learning Activities

1. Read assigned resources and references on dressing change.
2. Review sterile gloving technique and surgical aseptic technique.
3. View Lippincott tapes on infection control.
4. Observe demonstration of the task.
5. Practice the task using a fellow student as an observer to critique.
6. Demonstrate proficiency on a quiz related to this task.
7. Demonstrate the task satisfactorily for an evaluator.

## Teacher Activities

1. Provide resources and reverences related to this task.
2. Present a demonstration on this task which may include:
   a. set-up of a sterile field
   b. review of sterile gloving
   c. cleansing the wound
   d. proper removal and disposal of old dressing
3. Present a lecture/discussion related to this task which may include:
   a. review of surgical aseptic technique
   b. rationale for steps in the task
   c. need for physician's orders
   d. observations to be made during task
   e. materials which may be used in task
4. Give the students a quiz related to this task and evaluate the results.
5. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

**DUTY/TASK NUMBER** H8

| Tools and/or Equipment | Conditions |
|---|---|
| Dressing tray<br>Gauze sponges<br>Sterile gloves<br>Sterile towels<br>Sterile basin<br>Sterile cleansing solution to be used<br>Abdominal dressing pads<br>Various types of tape or binder | Given a situation where a client's dressing needs changing using aseptic/sterile technique |

**Criteria** Competence in the task will be recognized when a dressing on a client is changed without contamination of the area according to the procedure of the institution and/or training program and the achievement indicators listed.

# Curriculum Worksheet

Duty No. 1 Task No. 1

**Duty** Performing Basic Emergency Measures

**Task** Apply bandages using appropriate materials to prevent further trauma to an injured area.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Washed hands before and after procedure (if possible) - | ____ | ____ |
| 2. Assessed client for location, type, and extent of injured area(s) - | ____ | ____ |
| 3. Assembled supplies - | ____ | ____ |
| 4. Secured bandage over injured area(s) in prescribed manner - | ____ | ____ |
| 5. Inspected area surrounding bandage for circulation constriction - | ____ | ____ |

## References & Resources

See Bibliography - #1 and #10

DUTY/TASK NUMBER I 1

## Student Learning Activities

1. Read assigned resources and references on application of bandages.
2. Learn the type of bandage to be used on a client depending on the location, type, and extent of injury.
3. Learn methods of securing bandages (pins, tapes, loops, ties).
4. Learn warning signs as to the possiblity of circulation constriction of bandage.
5. Do practice of different types of bandages using different securing methods.
6. Demonstrate proficiency on a quiz related to this task.
7. Demonstrate the task satisfactorily for an evaluator.

## Teacher Activities

1. Provide resources and references related to this task.
2. Present a lecture/discussion which may include:
    a. types of bandages to be used for different injuries
    b. ways of securing bandages
    c. warning signs and symptoms of circulatory constriction
3. Demonstrate application of bandages on various locations of the body and on various types of injuries.
4. Demonstrate types of securing of bandage.
5. Give the students a quiz related to this task and evaluate the results.
6. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

**DUTY/TASK NUMBER** I 1

| Tools and/or Equipment | Conditions |
|---|---|
| Bandages<br>Tape<br>Ties | Given a situation when a client needs to have a bandage applied to an area of the body |

**Criteria** Competence in the task will be recognized when bandages are applied to injured area of the body according to the guidelines of the training program, Red Cross, and/or institution and the achievement indicators listed.

# Curriculum Worksheet

Duty No. 1

Task No. 2

## Duty

Performing Basic Emergency Measures

## Task

Apply a tourniquet using appropriate resources to control blood flow from a wound.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Located source of bleeding - | ____ | ____ |
| 2. Elevated bleeding part if possible - | ____ | ____ |
| 3. Assembled materials - | ____ | ____ |
| 4. Applied tourniquet in prescribed manner - | ____ | ____ |
| 5. Secured a note to the client indicating time and place of tourniquet - | ____ | ____ |

## References & Resources

See Bibliography - #1 and #15

DUTY/TASK NUMBER I 2

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned unit on application of tourniquet.<br>2. Review the anatomy of the circulatory system.<br>3. Locate and name major arteries on self and torso.<br>4. State time limit a tourniquet can be left on a client.<br>5. Observe a demonstration of the task.<br>6. Practice application of tourniquet on a mannikin.<br>7. Demonstrate proficiency on a quiz related to this task.<br>8. Demonstrate the task satisfactorily for an evaluator. | 1. Provide resources and references related to this task.<br>2. Review the anatomy of the circulatory system with the student.<br>a. Identify major arteries on torso and wall chart<br>b. Explain what arteries supplies blood to which part of the body<br>3. Present a lecture/discussion that may include:<br>a. an explanation of the time ratio for leaving a tourniquet in place<br>b. safety procedures related to the task<br>c. what materials can be used as a tourniquet<br>4. Demonstrate the task on a mannikin.<br>5. Give the students a quiz related to this task and evaluate the results.<br>6. Evaluate a student's demonstration of the task and using the achievement indicators as a guide. |

**DUTY/TASK NUMBER** I 2

| Tools and/or Equipment | Conditions |
|---|---|
| Torso<br>Mannikin<br>Tourniquet<br>Wall chart (anatomical) | Given a situation when a client needs a tourniquet applied |

**Criteria** Competence in the task will be recognized when a tourniquet is applied according to the guidelines of the Red Cross and the achievement indicators listed.

# Curriculum Worksheet

Duty No. I
Task No. 3

**Duty** Performing Basic Emergency Measures

**Task** Apply direct pressure to a wound using appropriate resources to control blood flow from a wound.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Located source of bleeding - | | |
| 2. Elevated bleeding part if possible - | | |
| 3. Assembled materials - | | |
| 4. Applied pressure directly to wound in prescribed manner - | | |
| 5. Maintained pressure until bleeding was controlled - | | |

## References & Resources

See Bibliography - #1 and #15

**DUTY/TASK NUMBER** I 3

## Student Learning Activities

1. Read assigned resources and references on bleeding.
2. Review the anatomy of the circulatory system.
3. Locate and name major arteries and veins on self and torso.
4. Observe a demonstration of compression of a wound for bleeding control by instructor.
5. Compress "wound" on self and peer to note amount of pressure to apply to control bleeding.
6. Review safety procedures for self and client related to this task.
7. Do demonstration of the task for instructor to critique.
8. Demonstrate proficiency on a quiz related to this task.
9. Demonstrate the task satisfactorily for an evaluator.

## Teacher Activities

1. Provide resources and references related to this task.
2. Review the anatomy of the circulatory system which may include the following:
    - a. locating on self and torso major arteries and veins
    - b. explaining what arteries supply blood to which areas ofthe body
    - c. giving the approximate time blood should be controlled by compression of the artery to stop bleeding
3. Explain safety procedures related to this task.
4. Demonstrate compression methods for control of bleeding.
5. Give the students a quiz related to this task and evaluate the results.
6. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

**DUTY/TASK NUMBER** I 3

| Tools and/or Equipment | Conditions |
|---|---|
| Mannikin<br>Torso<br>Anatomical wall chart<br>Gauze | Given a situation where a client needs direct pressure applied to a wound for bleeding control |

**Criteria** Competence in the task will be recognized when direct pressure is applied to a bleeding wound according to the guidelines of the Red Cross and the achievement indicators listed.

# Curriculum Worksheet

Duty No. I

Task No. 4

**Duty** Performing Baisc Emergency Measures

**Task** Apply direct pressure to a pressure point using appropriate resources and a knowledge of the anatomical location of strategic arteries to control blood flow from a wound.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Located source of bleeding - | ____ | ____ |
| 2. Elevated bleeding part if possible - | ____ | ____ |
| 3. Located artery which provides blood to the bleeding area - | ____ | ____ |
| 4. Compressed artery until blood flow was controlled - | ____ | ____ |

## References & Resources

See Bibliography - #1 and #15

**DUTY/TASK NUMBER** I 4

## Student Learning Activities

1. Read assigned unit on bleeding.
2. Review the circulatory system.
3. Locate and name major arteries and veins on self and torso.
4. Learn what artery supplies blood to the bleeding area.
5. Compress arteries on peer and self to note amount of pressure needed.
6. Review safety procedure for self and client.
7. Observe demonstration of compression of an artery for bleeding control by instructor.
8. Do practice demonstration for instructor.
9. Do demonstration for instructor to critique.
10. Demonstrate proficiency on a quiz related to this task.
11. Demonstrate the task satisfactorily for an evaluator.

## Teacher Activities

1. Provide resources and references related to this task.
2. Review the anatomy of the circulatory system which may include the following:
   - a. locating on self and torso major arteries and veins
   - b. explaining what arteries supply blood to which areas of the body
   - c. giving the approximate time blood should be controlled by compression of the artery to stop bleeding
3. Explain safety procedures related to this task.
4. Demonstrate compression methods for control of bleeding.
5. Give the students a quiz related to this task and evaluate the results.
6. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

DUTY/TASK NUMBER I 4

| Tools and/or Equipment | Conditions |
|---|---|
| Torso<br>Anatomical wall chart<br>Mannikin | Given a situation when a client needs to have bleeding controlled |

**Criteria** Competence in the task will be recognized when direct pressure is applied to the appropriate artery according to the guidelines of the Red Cross and the achievement indicators listed.

# Curriculum Worksheet

Duty No. 1

Task No. 5

**Duty** Performing Basic Emergency Measures

**Task** Perform cardiopulmonary resuscitation using available resources and models to practice reviving a client in respiratory and or cardiac arrest.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Tapped/touched victim and shouted to establish unresponsiveness - | ____ | ____ |
| 2. Established patient airway - | ____ | ____ |
| 3. Delivered respiratory resuscitation in prescribed manner - | ____ | ____ |
| 4. Delivered cardiac massage in prescribed manner - | ____ | ____ |
| 5. Maintained life support measures until: | | |
| a. Client was revived - | ____ | ____ |
| b. Client was declared dead by a physician - | ____ | ____ |
| c. He/she was relieved by one who was equally competent - | ____ | ____ |
| d. He/she reached total exhaustion - | ____ | ____ |

## References & Resources

Materials from the Michigan Heart Association Office
Manual for Instructors of Basic Cardiac Life Support. (70-024-A) American Heart Association, 1977, pp. 1-125.

DUTY/TASK NUMBER I 5

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read the materials/modules provided on CPR. | 1. Assemble materials needed to run audio-visual resources and to practice CPR. |
| 2. View the audio-visual materials on CPR. | 2. Show audio-visual films/filmstrips on cardiopulmonary resuscitation. |
| 3. Practice CPR on mannikins (both single rescuer, two person rescuer, and infant resuscitation). | 3. Demonstrate cardiopulmonary resuscitation to the class on Recording Anne if possible. Demonstrate both single rescuer, two person rescuer, and infant resuscitation. |
| 4. Receive certification from the teacher on mannikin performance. | 4. Test students on manikins analyzing the tape from the recording Anne - (simualtion). |
| 5. Demonstrate proficiency on a quiz related to this task. | 5. Critique each student and certify their manikin performance or arrange for a certified CPR instructor to demonstrate CPR and test students on CPR. |
|  | 6. Give the students a quiz related to this task and evaluate the results. |

DUTY/TASK NUMBER I 5

| Tools and/or Equipment | Conditions |
|---|---|
| Resusci Anne's<br>Anatomic Anne's<br>Resusci Babies<br>Recording Anne's<br>Recording Paper<br>Disinfectant solution and container | Given a situation in which a student must perform cardiopulmonary resuscitation to revive a client in respiratory and/or cardiac arrest |

**Criteria** Competence in the task will be recognized when cardiopulmonary resuscitation is performed in a simulated situation according to the procedure of the American Heart Association and the achievement indicators listed.

# Curriculum Worksheet

Duty No. I Task No. 6

**Duty** Performing Basic Emergency Measures

**Task** Position a faint client using a knowledge of the nervous and cardiovascular systems to revive the client's full consciousness.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Observed signs of faintness in a client - | ____ | ____ |
| 2. Seated client with head between knees and had client lie down with legs elevated - | ____ | ____ |
| 3. Loosened clothing at neck and waist - | ____ | ____ |
| 4. Observed for signs of recovery from faintness - | ____ | ____ |

## References & Resources

First Aid - Student Manual - Johnson & Johnson
Multimedia Standard Fist Aid - Student Workbook - American Red Cross
See Bibliography - #2, #19, #25, and #32

**DUTY/TASK NUMBER** I 6

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. List/verbalize the signs and symptoms associatied with fainting. | 1. Provide resources and references related to this task. |
| 2. Position a faint client, to revive the client to full consciousness. | 2. Present a lecture/discussion which may include:<br>a. anatomy and physiology of nervous and cardiovascular systems as they relate to fainting.<br>b. signs and symptoms which preceed and/or accompany fainting. |
| 3. Demonstrate the knowledge of the actions of the nervous and cardiovascular system on fainting on a written or oral quiz. | 3. Demonstrate the positions to which a faint client is moved to revive the client to full consciousness. |
| 4. List/verbalize the sings and symptoms indication recovery from faintness. | 4. Develop/administer a written or oral quiz which tests the actions of the nervous and cardiovascular systems during fainting. |
| 5. Demonstrate the task satisfactorily for an evaluator. | 5. Evaluate a student's demonstration of the task using indicators as a guide. |

**DUTY/TASK NUMBER** I 6

| Tools and/or Equipment | Conditions |
|---|---|
| | Given a situation in which a client needs to be positioned to revived from faintness |

**Criteria** Competence in the task will be recognized when a faint client is positioned correctly to promote full consciousness in an actual or simulated situation according to the guidelines of the training program, Red Cross, and/or institution and the achievement indicators listed.

# Curriculum Worksheet

Duty No. 1

Task No. 7

**Duty** Performing Basic Emergency Measures

**Task** Administer spirits of ammonia using an available source to revive a faint client.

**Pre-Test** (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Observed signs of faintness in a client - | ___ | ___ |
| 2. Obtained spirits of ammonia - | ___ | ___ |
| 3. Administered the spirits of ammonia in prescribed manner - | ___ | ___ |
| 4. Observe for signs of recovery from faintness - | ___ | ___ |

**References & Resources**

DUTY/TASK NUMBER I7

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. List/verbalize the signs and symptoms usually presenting or accompanied by fainting. | 1. Provide the module or written materials (references and resources) which define the signs and symptoms usually preceeding or accompanied by fainting. |
| 2. Demonstrate the use of the ammonia inhalant. | 2. Provide the module or references and resources which define the procedures for treating a fainting client by use of an ammonia inhalant. |
| 3. List/verbalize the signs of recovery from faintness. | 3. Demonstrate reviving a client who has fainted using spirits of ammonia. |
| 4. Demonstrate proficiency on a quiz related to this task. | 4. Give the students a quiz related to this task and evaluate the results. |
| 5. Demonstrate the task satisfactorily for an evaluator. | 5. Evaluate a student's demonstration of the task using the achievement indicators as a guide. |

**DUTY/TASK NUMBER** I7

| Tools and/or Equipment | Conditions |
|---|---|
| Ammonia Inhalant | Given a situation in which a client needs spirits of ammonia administered |

**Criteria**

Competence in the task will be recognized when spirits of ammonia are administered to a faint client in an actual or simulated situation according to the guidelines of the manufacturer and the achievement indicators listed.

# Curriculum Worksheet

Duty No. I

Task No. 8

**Duty** Performing Basic Emergency Measures

**Task** Prepare an antidote using appropriate materials to treat a poisoned client.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Determined type of poisoning - | ____ | ____ |
| 2. Determined correct type, dosage and route of administration of antidote via appropriate source - | ____ | ____ |
| 3. Assembled equipment and supplies - | ____ | ____ |
| 4. Prepared antidote in prescribed manner - | ____ | ____ |
| 5. Arranged for follow-up care for poisoned client if needed - | ____ | ____ |

## References & Resources

Basic First Aid - The American National Red Cross
Poisons and Antidotes - County Poison Control Office

DUTY/TASK NUMBER I8

## Student Learning Activities

1. Read assigned resources and reference material on poisons and antidotes.
2. View overheads showing types of poisons and their antidotes.
3. Learn list of poisons and their antidotes.
4. Complete poison antidote matching chart.
5. State local agency which has a poison control center. Interview a staff person in the center about purposes, policies, and procedures used by the center.
6. State agency which will provide follow-up care for client.
7. Demonstrate proficiency on a quiz related to this task.
8. Demonstrate the task satisfactorily for an evaluator.

## Teacher Activities

1. Provide resources and references related to this task.
2. Develop list of poisons and their antidote inclucing correct route, and dosage.
3. Prepare overhead transparencies of poisons and antidotes.
4. Develop an anitdote poison match test (student must match correct antidote, route and dosage to the proper poison).
5. Demonstrate mixing of certain antidotes.
6. Give list of agencies to provide follow up care.
7. Bring into class some prepared antidotes for identification.
8. Arrange for a person from a local poison control center to address the class.
9. Give the students a quiz related to this task and evaluate the results.
10. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

DUTY/TASK NUMBER 18

| Tools and/or Equipment | Conditions |
|---|---|
| Overhead projector<br>Antidote wall chart<br>Transparencies | Given a situation when an antidote is needed to counteract a poison |

**Criteria** Competence in the task will be recognized when an antidote is prepared according to the guidelines of the manufacturer, training program, Red Cross, or local poison control center and the achievement indicators listed.

# Curriculum Worksheet

Duty No. 1 Task No. 9

**Duty** Performing Basic Emergency Measures

**Task** Treat a burn using appropriate materials and a knowledge of the integumentary system and surgical aseptic technique to prevent further trauma and infection.

**Pre-Test** (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Washed hands before and after procedure if possible - | ___ | ___ |
| 2. Identified location, classification, and extent of burn - | ___ | ___ |
| 3. Assembled equipment and materials - | ___ | ___ |
| 4. Treated burn in prescribed manner using proper asceptic technique - | ___ | ___ |
| 5. Positioned client and equipment to assure comfort and safety of client - | ___ | ___ |

**References & Resources**

See Bibliography - #10 and #15

Basic First Aid - The American National Red Cross

DUTY/TASK NUMBER 19

## Student Learning Activities

1. Read assigned resources and references on treating a burn.
2. Review the anatomy and physiology of the integumentary system.
3. Review aseptic technique and sterile gloving procedure.
4. Learn classification of burns.
5. Observe a demonstration of the task by instructor.
6. Do practice demonstration for instructor to critique.
7. Demonstrate proficiency on a quiz related to this task.
8. Demonstrate the task satisfactorily for an evaluator.

## Teacher Activities

1. Provide resources and references related to this task.
2. Review the anatomy and physiology of the integumentary system with the students.
3. Review aseptic technique and the sterile gloving procedure.
4. Have students label the layers of skin on a diagram.
5. Present a lecture/discussion on the classification of burn and how to distinguish between them.
6. Demonstrate the task.
7. Develop module if desired to accompany task.
8. Invite a staff person from a local burn unit to make a presentation on the classification and treatments of burns.
9. Give the students a quiz related to this task and evaluate the results.
10. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

DUTY/TASK NUMBER I9

| Tools and/or Equipment | Conditions |
|---|---|
| Sterile gloves<br>Sterile water<br>Sterile guaze<br>Tape<br>Towel<br>Hospital bed or chair<br>Screen | Given a situation when a burn needs to be treated |

**Criteria** Competence in the task will be recognized when a burn is treated according to the guidelines of the training program, institution, and/or Red Cross and the achievement indicators listed.

# Curriculum Worksheet

Duty No. I Task No. 10

**Duty** Performing Basic Emergency Measures

**Task**

Describe methods to induce vomiting using appropriate materials and/or actions to prevent absorption of an ingested poison.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Determined type of poisoning - | ___ | ___ |
| 2. Determined whether vomiting should be induced via appropriate sources - | ___ | ___ |
| 3. Assembled equipment and materials - | ___ | ___ |
| 4. Described method to induce vomiting in prescribed manner - | ___ | ___ |
| 5. Arranged for follow-up care of poisoned client if needed - | ___ | ___ |

## References & Resources

See Bibliography - #2
Multi-media Standard First Aid - Student Workshop - American Red Cross
First Aid - Student Manual - Johnson & Johnson

DUTY/TASK NUMBER I 10

## Student Learning Activities

1. View the audio-visual materials on poisoning.
2. Read and answer the questions starting on page 115 of the Multimedia Standard First Aid Student Workbook (American Red Cross). Stop when you get to page 132.
3. On the labels provided write the Poison Control Number and place it on or near your telephone at home.
4. Identify the signs that would tell you not to cause vomiting in your client.
5. List the poisons which could cause burns in the mouth and throat.
6. Describe the methods to induce vomiting in your client.
7. List/verbalize follow-up care for poison victims.
8. Demonstrate proficiency on a quiz related to this task.
9. Demonstrate the task satisfactorily for an evaluator.

## Teacher Activities

1. Assemble references and resources for unit on poisoning.
2. Set up and present audio-visual materials on poisoning.
3. Describe or demonstrate the methods which make clients vomit to include the following:
    a. tickle the back of throat
    b. syrup of Ipecac
4. Emphasize the poisons in which vomiting should not be induced and describe the signs which indicate these poisons.
5. Make sure students are aware of poison control number.
6. Describe to students follow-up care poison victim.
7. Give the students a quiz related to this task and evaluate the results.
8. Evaluate student's demonstration of the task using the achievement indicators as a guide.

**DUTY/TASK NUMBER** I 10

| Tools and/or Equipment | Conditions |
|---|---|
| Samples of various emetics including Syrup of Ipecac. | Given a situation in which the student has to induce vomiting or suggest actions which will prevent absorption of an ingested poison |

**Criteria** Competence in the task will be recognized when methods for inducing vomiting in a poisoned client are described according to the guidelines of the manufacturer, the training program, Red Cross, and/or local poison control center and the achievement indicators listed.

# Curriculum Worksheet

Duty No. J

Task No. 1

**Duty** Performing Activities Related to Supplies/Materials/Equipment

**Task** Store supplies and materials received using designated storage areas to assure adequate inventory in the clinical area.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Assembled supplies and material in prescribed manner - | ____ | ____ |
| 2. Placed supplies and materials in designated area per institutional policy - | ____ | ____ |

## References & Resources

See Bibliography - #4, #13, #16, and #34

DUTY/TASK NUMBER J 1

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned unit on storing supplies. | 1. Gather all resources material related to the task. |
| 2. Read institutional policy manual on storage of materials. | 2. Review an institution's policy on storage of supplies. |
| 3. Observe demonstration by instructor. | 3. Prepare and deliver lecture on storage of supplies. |
| 4. Review supply and rotation of inventory check-in list. | 4. Assign students on rotation basis to be responsible for classroom inventory. |
| 5. Listen to lecture on storing supplies. | 5. Prepare written examination concerning task. |
| 6. On a rotation basis be responsible for inventory of classroom. | 6. Evaluate students on the skill. |
| 7. Tour an institution and note how supplies and materials are stored. | 7. Arrange for a tour of an institution include the system of obtaining and storing supplies as part of it. |
| 8. Assist in storing supplies and materials when in a clinical area. | 8. Evaluate the student's demonstration of the task using the achievement indicators as a guide. |
| 9. Rotate stocks of supplies and materials. | |
| 10. Compare supplies and materials received against an inventory list and properly stock and store them. | |
| 11. Demonstrate the task satisfactorily for an evaluator. | |

DUTY/TASK NUMBER J1

| Tools and/or Equipment | Conditions |
|---|---|
| Supplies and materials inventory sheet | Given a situation when a student needs to have knowledge of storing supplies and materials |

**Criteria** Competence in the task will be recognized when supplies and materials are stored in the clinical area according to the institution's policies and the achievement indicators listed.

# Curriculum Worksheet

Duty No. J

Task No. 2

**Duty** Performing Activities Related to Supplies/Materials/Equipment

**Task** Obtain equipment and supplies using appropriate request forms to treat a client.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Obtained request forms/charge slips for equipment and supplies - | ___ | ___ |
| 2. Completed request forms/charge slips in prescribed manner - | ___ | ___ |
| 3. Selected equipment and supplies - | ___ | ___ |
| 4. Routed request forms/charge slips per institutional policy - | ___ | ___ |

## References & Resources

See Bibliography - #10, #13, and #34

**DUTY/TASK NUMBER** J 2

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned unit on obtaining equipment and supplies to treat a client. | 1. Gather all materials related to the task. |
| 2. Read institutional policy manual on obtaining equipment and charge slips. | 2. Review institutional policy related to the task. |
| 3. Observe demonstration on task. | 3. Obtain request slips from different institutions. |
| 4. Review completed request forms from 2-3 different institutions. | 4. Do demonstration of task. |
| 5. Complete request forms from 2-3 different institutions. | 5. Provide samples of completed request forms for display. |
| 6. Discuss how to route request forms and charge slips. | 6. Explain basic similarities among request form and what common infomation should appear on form. |
| 7. Obtain ordered equipment and/or supplies during a clinical notation if possible or in a simulated situation in the classroom. | 7. Explain how to assure the right supplies get to the right client. |
| 8. Demonstrate the task satisfactorily for an evaluator. | 9. Evaluate a student's demonstration of the task using the achievement indicators as a guide. |

**DUTY/TASK NUMBER** J 2

| Tools and/or Equipment | Conditions |
|---|---|
| Requisition forms | Given a situation when a client needs equipment and supplies for treatment |

**Criteria** Competence in the task will be recognized when equipment and supplies are obtained according to the institution's policies and the achievement indicators listed.

# Curriculum Worksheet

**Duty No.** K **Task No.** 1

**Duty** Acquiring Employability Skills

**Task** Investigate employment information using sources of employment information to identify employment opportunies.

**Pre-Test (Same as Achievement Indicators)**

| The learner: | Yes | No |
|---|---|---|
| 1. Developed a list of the prime sources of information concerning opportunities for employment - | ____ | ____ |
| 2. Described special procedures, if any, required to utilize services, information, etc. - | ____ | ____ |

**References & Resources**

DUTY/TASK NUMBER K 1

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Compile a list of job expectations. | 1. Assemble references and resources as newspapers, professional journals, DOT etcs. |
| 2. Search resources such as newspaper, telephone books, placement postings, etc. and list all health occupations employment opportunities within a defined area ( i.e. city, county). | 2. Orient students on how to use resources and references as career center, placement office, MOIS, DOT, etc. |
| 3. Complete a crossword puzzle using words used in want ads. | 3. Show films on employment opportunities within a particular field. |
| 4. Complete a test with 100% accuracy on vocabulary words used in want ads. | 4. Arrange for a career counselor/placement officer to address the class on employment opportunities in health occupations. |
| 5. Interview a person in a health occupation to determine employment opportunities in the field. | 5. Set up, schedule, and coordinate student visits to different employment settings. |
| 6. List from the DOT of MOIS the employment opportunities within a specific health occupation. | 6. Arrange for a person from a health occupation to address the class on the employment opportunities in that field. |
| 7. Spend a day with a person in a specific health occupation and list employment opportunities observed in that area. | 7. Arrange for a former health cluster student to address the class on employment opportunities in health occupations. |
| 8. Take five ads from a newspaper. List the skills needed to qualify for those positions. Compare that list with a list of one's own skills. | 8. Demonstrate an interivew with a person from an occupation to determine employment opportunities within the occupation. |
| 9. Follow-up on an ad for a specific position. | 9. Give the students a quiz related to this task and evaluate the results. |
| 10. Demonstrate proficiency on a quiz related to this task. | 10. Prepare a crossword puzzle based on words and abbreviations used in want ads and have students complete it as an assignment. |

**DUTY/TASK NUMBER** K 1

| Tools and/or Equipment | Conditions |
|---|---|
| Telephone<br>Newspaper<br>MOIS terminal<br>Professional journal<br>Computer<br>MESC (print-out) | Given a situation in which employment opportunities need to be identified<br>Given a student who is looking for employment<br>Given a student who needs employment |

**Criteria** Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

# Curriculum Worksheet

**Duty** Acquiring Employability

**Task** Identify significant factors using health, physical, legal, educational, and other occupational information to determine the requirements of an occupation.

**Pre-Test (Same as Achievement Indicators)** The learner: Yes No

1. Listed the significant requirements (health, physical, legal, educational, etc.) of the appropriate occupation - ____ ____

**References & Resources**

Duty No. K Task No. 2

**DUTY/TASK NUMBER** K2

## Student Learning Activities

1. Interview several individuals within a particular occupation and write a summary of the health, physical, legal, educational and other requirements of the occupation.
2. Discuss with the class information gathered by different occupations researched by various class members.
3. Determine requirements for an assigned occupation using the DOT, MOIS, and other resource materials and report the findings orally and/or in writing.
4. Compare one's own personal data with the health, physical, legal, educational and other requirements of an occupation in which one is interested.

## Teacher Activities

1. Divide the class into several groups. Assign each group an occupation to research. Have each member of the group investigate a different requirement of the occupation (i.e. health, physical, legal, educational, etc.) Have each group give a composite report of their findings.
2. Prepare a list of resource persons within various occupations for students to interview.
3. Provide references and resources which discuss the requirements of various occupations. Demonstrate the use of the MOIS terminal and how to utilize the references and resources as needed.
4. Arrange for a guest speaker from the MESC to speak to the class on the purposes and functions of that agency.

DUTY/TASK NUMBER K2

| Tools and/or Equipment | Conditions |
|---|---|
| MOIS terminal | Given a situation where the requirements of an occupation need to be determined. |

**Criteria** Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

# Curriculum Worksheet

Duty No. K Task No. 3

**Duty** Acquiring Employability Skills

**Task** Acquire wage information using available resources to determine the approximate entry wages, general wage range, and significant fringe benefits for an occupation.

**Pre-Test (Same as Achievement Indicators)** The learner:

| | Yes | No |
|---|---|---|
| 1. Listed the approximate entry wages, general wage range, and significant fringe benefits for the appropriate occupation - | ___ | ___ |
| 2. Compared these wages and fringe benefits with other selected occupations - | ___ | ___ |

**References & Resources**

**DUTY/TASK NUMBER** K3

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Interview hospital personnel department as to average wages and fringe benefits. | 1. Assemble references, resources. |
| 2. Check MOIS and MESC and Professional journals for average wages and fringe benefits. | 2. Arrange guest speaker from hospital personnel department. |
| 3. Compile a list of average wages and fringe benefits for a specific occupation in health care. | 3. Give the student a test related to this task. |
| 4. Demonstrate proficiency on a test related to this task. | 4. Observe the students' performance of the task according to the achievement indicators. |
| 5. Demonstrate the task to the evaluator. | |

**DUTY/TASK NUMBER** K3

| Tools and/or Equipment | Conditions |
|---|---|
| MOIS terminal<br>Professional journals<br>MESC printout | Given a situation where average wages and fringe benefits are to be obtained. |

**Criteria** Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

# Curriculum Worksheet

Duty No. K

Task No. 4

**Duty**

Acquiring Employability Skills

**Task**

Identify significant non-wage job characteristics using available resources to determine shift requirements, union affiliation, apprenticeships, occupational hazards, characteristics of work environment and other significant job factors.

## Pre-Test (Same as Achievement Indicators)

The learner: Yes No

1. Listed and described the significant non-wage characteristics (e.g., shift requirements, union affiliation, apprenticeships, occupational hazards, characteristics of work environment, etc.) - ____ ____

## References & Resources

**DUTY/TASK NUMBER** K4

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Select one occupation from classified ads, DOT, school catalogs, etc. List specific non-wage characteristics as obtained by calling about the ad or visiting the employer.<br>2. Select three occupations from the classified ads that describe non-wage characteristics. List, compare, and contrast the non-wage characteristics.<br>3. "Brain storm" as a class all non-wage job characteristics. Attempt to classify them.<br>4. "Brain storm" as a class the pros and cons of the non-wage job characteristics.<br>5. Interview by telephone or in person an individual presently employed in a specific occupation.<br>6. Prepare an interview outline delineating non-wage characteristics.<br>7. Prepare a paper that classifies 20 occupations by non-wage characteristics. Example: May require rotating shifts, Nurse, EMT, etc.<br>8. Demonstrate proficiency on a quiz related to this task. | 1. Arrange for speakers, visits to institutions, career centers, etc.<br>2. Lead "brain storming" activities.<br>3. Provide telephone facilities time.<br>4. Give the students a quiz related to this task and evaluate the results. |

**DUTY/TASK NUMBER** K4

| Tools and/or Equipment | Conditions |
|---|---|
| Newspapers<br>Professional journals<br>Transportation for tours<br>Telephone books and facilities<br>Professional registry<br>MOIS facilities<br>MESC print-outs<br>Films, filmstrips (job related)<br>Union papers, magazines | Given a situation where non-wage job characteristics need to be identified |

**Criteria** Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

# Curriculum Worksheet

Duty No. K

Task No. 5

**Duty** Acquiring Employability Skills

**Task** Acquire information using available resources to describe local, regional, and national employment opportunities for an occupation.

**Pre-Test (Same as Achievement Indicators)** The learner:

| | Yes | No |
|---|---|---|
| 1. Described the local, regional and national employment opportunities for the appropriate occupation - | ____ | ____ |

**References & Resources**

**DUTY/TASK NUMBER** K5

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Search resources such as newspapers, telephone books, placement postings, etc. and list opportunities available. | 1. Assemble references, resources such as newspapers, professional journals, DOT's, etc. |
| 2. Interview a person in a health occupation to determine employment opportunities. | 2. Arrange for a career counselor or placement officer to address the class on employment opportunities in health care occupations. |
| 3. List from DOT or MOIS employment opportunities within a specific health occupation. | 3. Set up schedule and coordinate student scheduled to employment settings. |
| 4. Spend a day with a person in a specific occupation and list the employment opportunities. | 4. Orient students in how to use references and resources. |
| 5. Compile a list of job opportunities in a specific health care occupation. | 5. Arrange for a person to address the class on health care occupations opportunities. |
| 6. Demonstrate proficiency on a test related to this task. | 6. Give the student a test related to this task and evaluate it. |
| 7. Demonstrate the task to an evaluator. | 7. Observe the students' demonstration of the task and evaluate according to achievement indicators. |

DUTY/TASK NUMBER K 5

| Tools and/or Equipment | Conditions |
|---|---|
| Newspaper<br>MOIS terminal<br>Professional journals<br>Telephone<br>MESC printout | Given the situation where employment opportunities are to be identified. |

**Criteria** Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

# Curriculum Worksheet

Duty No. K

Task No. 6

**Duty** Acquiring Employability Skills

**Task** Acquire information using available resources to describe the career ladder associated with an occupation.

**Pre-Test** **(Same as Achievement Indicators)** The learner:

| | Yes | No |
|---|---|---|
| 1. Described the career ladder associated with the appropriate occupational area - | ____ | ____ |

**References & Resources**

DUTY/TASK NUMBER K6

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Check specific career on MOIS. | 1. Show film strips on specific occupational career ladders. |
| 2. Visit Career Guidance Center. | 2. Arrange for guest speakers on specific health careers. |
| 3. Interview career counselor. | 3. Allow time for field trips to:<br>counselor<br>Career Guidance Center |
| 4. Review career reference materials. | 4. Give students standard forms to review field trips. |
| 5. Describe a specific health occupations career ladder. | 5. Critique students presentations on specific careers. |
|  | 6. Discuss MOIS printouts. |

**DUTY/TASK NUMBER** K6

| Tools and/or Equipment | Conditions |
|---|---|
| MOIS terminal<br>Professional journals<br>Envelopes/stamps<br>Typewriter<br>MESC printouts<br>Check with career guidance counselor.<br>Audio-visual equipment | Given a situation where you need to describe occupational career ladder. |

**Criteria** Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

# Curriculum Worksheet

Duty No. K

Task No. 7

**Duty** Acquiring Employability Skills

**Task** Compare personal criteria with information about available alternatives using a decision-making situation and procedures and skills in decision-making to choose a job, further training or other alternative.

**Pre-Test** (Same as Achievement Indicators) The learner:

| | Yes | No |
|---|---|---|
| 1. Compared personal criteria with information about a job, further training or other alternatives- | ____ | ____ |

**References & Resources**

**DUTY/TASK NUMBER** K7

## Student Learning Activities

1. Update resume.
2. Check newspaper want ads.
3. Use MOIS terminal print out.
4. Telephone job personnel department
5. List personal assets, interests and skills.
6. Investigate alternative job possibilities.
7. Role-play decision making job situations.
8. Take pre-test on material related to decision making in employability skills.
9. Complete post-test with performance showing proficiency in decision making.

## Teacher Activities

1. Review resume with students.
2. Supply: newspapers
   MOIS terminal
   telephone
   with instructions or demonstration.
3. Supply material on decision making or job alternatives.
4. Critique students' role play.
5. Check pre/post test and discuss with students.

**DUTY/TASK NUMBER** K7

| Tools and/or Equipment | Conditions |
|---|---|
| Resume<br>Competency Record<br>Newspaper<br>Telephone<br>MOIS Terminal | Given a situation where a comparison is needed to determine adequacy of personal criteria in relation to job requirements. |

**Criteria** Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

# Curriculum Worksheet

**Duty No.** K

**Task No.** 8

**Duty** Acquiring Employability Skills

**Task** Prepare a resumé or data sheet using personal information to apply for a job.

**Pre-Test (Same as Achievement Indicators)** The learner:

| | Yes | No |
|---|---|---|
| 1. Prepared a resume or data sheet - | ____ | ____ |

**References & Resources**

**DUTY/TASK NUMBER** K8

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resource materials. | 1. Provide resource materials on preparing a resume. |
| 2. Fill in an outline of the information needed for a resume. | 2. Provide samples of resumes. |
| 3. Critique 2 - 3 resumes in small groups or as a class. | 3. Have students critique 2-3 resumes in small groups and/or as a class. |
| 4. Prepare a resume for evaluation. | 4. Prepare an outline of the information needed for a resume and give it to students to complete. |
| 5. Evaluate the resumes of 2 - 3 classmates prior to their submission to the teacher. | 5. Evaluate resumes written by the students. |

**DUTY/TASK NUMBER** K 8

| Tools and/or Equipment | Conditions |
|---|---|
| | Given a situation in which a resume and/or data sheet is required. |

**Criteria** Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

# Curriculum Worksheet

Duty No. K Task No. 9

**Duty** Acquiring Employability Skills

**Task** Write a letter using personal notes to apply/inquire about a job.

**Pre-Test** (Same as Achievement Indicators) The learner: Yes No

1. Wrote a letter of application/inquiry - ____ ____

**References & Resources**

**DUTY/TASK NUMBER** K9

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Search employment information for a job within your skills and construct a rough draft of a letter of inquiry and an application. | 1. Provide employment information:<br>newspapers<br>magazines (professional journals)<br>MVO, information computer print<br>books (DOT) |
| 2. Fill in the personal profile or analysis sheet and summarize your strengths, weaknesses, and interests. | 2. Provide a personal analysis sheet. |
| 3. Examine the sample letters for a style that appeals to you. | 3. Provide example letters. |
| 4. Listen to the employment speaker and utilize the information in your letter. | 4. Arrange for a personnel manager to speak on what they look for in letters of inquiry and application. |
| 5. Construct a final letter of application and inquiry. | |

**DUTY/TASK NUMBER** K9

| Tools and/or Equipment | Conditions |
|---|---|
| Typewriter<br>Correction tape<br>Paper<br>Magazines (Professional Journals)<br>Books, newspapers<br>Example letters<br>Pens | Given a job requiring a written application or letter of inquiry. |

**Criteria** Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

# Curriculum Worksheet

Duty No. K

Task No. 10

**Duty** Acquiring Employability Skills

**Task** Complete an employment application using notes or personal data sheets to apply for a job.

**Pre-Test** **(Same as Achievement Indicators)**

The learner: Yes No

1. Completed an employment application - ____ ____

**References & Resources**

**DUTY/TASK NUMBER** K10

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references for this task. | 1. Provide resources and references related to this task. |
| 2. View audio-visual materials related to this task. | 2. Set up and present audio-visual materials related to this task. |
| 3. Fill out rough drafts of application. | 3. Secure job application forms appropriate to the students. |
| 4. Complete corrected job application. | 4. Correct job interests application(s). |
| 5. Demonstrate proficiency on a quiz related to this task. | 5. Gather various applications to use in class as samples from hospitals, labs, dental offices, etc. |
|  | 6. Give the students a quiz related to this task and evaluate the results. |

**DUTY/TASK NUMBER** K10

| Tools and/or Equipment | Conditions |
|---|---|
| Job application<br>Over-head projector<br>Caramate projector | Given a situation where it is necessary to complete an employment application |

**Criteria** Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

# Curriculum Worksheet

Duty No. K

Task No. 11

**Duty** Acquiring Employability Skills

**Task** Dress in appropriate attire using a knowledge of job requirements to comply with standards of on-the-job dress and grooming.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Described and/or dressed in the attire of the appropriate occupational area, including: | | |
| a. grooming - | ____ | ____ |
| b. required health and safety equipment - | ____ | ____ |
| c. uniforms - | ____ | ____ |
| d. other ______________________ | ____ | ____ |

## References & Resources

See Bibliography - #20

Getting a Job - Process Kit, South Western Publishing Company

**DUTY/TASK NUMBER** K11

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references related to this task. | 1. Provide resources and references related to this task. |
| 2. View audio-visual materials related to this task. | 2. Set up and present audio-visual materials related to this task. |
| 3. Comply with grooming rules in classroom setting. | 3. Obtain and present dress-code rules for different health care professionals. |
| 4. Put on a fashion show which shows the dress code for various health occupations. | 4. Prepare a checklist of grooming rules for the students. |

**DUTY/TASK NUMBER** K11

| Tools and/or Equipment | Conditions |
|---|---|
| Audio-visual equipment - Caramate with the slides | Given a situation where there is a description of appropriate dress for a specific occupational area |

**Criteria** Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

# Curriculum Worksheet

Duty No. K Task No. 12

## Duty

Acquiring Employability Skills

## Task

Interview for a job using communication and interpersonal skills to become employed.

## Pre-Test (Same as Achievement Indicators)

The learner: Yes No

1. Described and/or demonstrated appropriate characteristics for applicants including:
    a. attire - ____ ____
    b. grooming - ____ ____
    c. conduct during the interview - ____ ____
2. Described and/or demonstrated the interview process - ____ ____

## References & Resources

See Bibliography - #20
Employability Skills Modules - MDE/V-TES

**DUTY/TASK NUMBER** K12

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references related to this task. | 1. Provide resources and references related to this task. |
| 2. List appropriate attire for job interview. | 2. Set up and present audio-visual materials related to the task. |
| 3. View audiovisual materials related to this task. | 3. Interact with students in role playing interviews. |
| 4. Arrange for interview via:<br>a. telephone<br>b. mail<br>c. in person | 4. Review completed written activities. |
| 5. List/discuss materials to take to interview. | 5. Review taped interviews and assist students in critiquing the tapes. |
| 6. Plan a schedule for the day of the interview. | 6. Give the students a quiz related to this task and evaluate the results. |
| 7. Role play the interview. | 7. Evaluate a student's demonstration of the task using the achievement indicators as a guide. |
| 8. Tape interviews. Review and critique tapes. | |
| 9. Demonstrate proficiency on a quiz related to this task. | |
| 10. Demonstrate the task satisfactorily for an evaluator. | |

**DUTY/TASK NUMBER** K12

| Tools and/or Equipment | Conditions |
|---|---|
| Film strips<br>Projector<br>Screen<br>Cassette player<br>Tape recorder<br>Typewriter | Given a situation where an employment interview is appropriate |

**Criteria** Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

# Curriculum Worksheet

Duty No. K

Task No. 13

**Duty** Acquiring Employability Skills

**Task** Describe personal assets and interests to identify acceptable job offers.

**Pre-Test (Same as Achievement Indicators)**

| | Yes | No |
|---|---|---|
| The learner: | | |
| 1. Listed personal assets and interests in order to identify acceptable job offers - | ____ | ____ |

## References & Resources

See Bibliography - #20
Employability Skills Moudles - MDE/V-TES
Dictionary of Occupational Titles

DUTY/TASK NUMBER K13

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Complete an inventory tool which identifies personal assets and interests and evaluate the results. | 1. Provide resources and references related to this task. |
| 2. List personal assets and interests. | 2. Demonstrate how to use resources and references. |
| 3. Discuss personal assets and interests related to health careers. | 3. Set up, present, and discuss audio-visual materials related to this task. |
| 4. View audio-visual materials related to this task. | 4. Provide inventory tools which assess personal assets and interests. Assist in the scoring and interpretation of the results. |
| 5. List 2-3 health occupations that are congruent with your personal asets and interests. | 5. Suggest health occupations based on students' assets and interests. |
| 6. Using assigned resources and references, identify what personal assets and interests would be congruent with different health occupations. | |

**DUTY/TASK NUMBER** K13

| Tools and/or Equipment | Conditions |
|---|---|
| Projector<br>Film strips<br>MOIS Terminal microfiche | Given a situation where a job must be chosen using personal assets and interests |

**Criteria** Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

# Curriculum Worksheet

Duty No. K

Task No. 14

**Duty** Acquiring Employability Skills

**Task** Resolve conflicts using interpersonal skills to achieve successful relationships with others.

## Pre-Test (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Identified probable causes for conflicts and at least one possible action to relieve the conflict - | ____ | ____ |

## References & Resources

Job Placement Service Module # 6 - Detroit Public Schools
Employability Skills - MDE/V-TES

**DUTY/TASK NUMBER** K14

| Student Learning Activities | Teacher Activities |
|---|---|
| 1. Read assigned resources and references related to this task. | 1. Provide resources and references related to this task. |
| 2. View audio-visual materials related to this task. | 2. Set up, present, and discuss audio-visual materials. |
| 3. List possible causes of conflict. | 3. Provide scenarios of conflict situations. Facilitate a discussion of conflict resolution based on the scenarios. |
| 4. List at least one solution for each conflict. | |
| 5. Role play conflict situations and acceptable solutions. | |

**DUTY/TASK NUMBER** K14

| Tools and/or Equipment | Conditions |
|---|---|
| Projector and screen | Given a situation where successful interpersonal relationships are required. |

**Criteria** Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

# Curriculum Worksheet

Duty No. K

Task No. 15

**Duty**

Acquiring Employability Skills

**Task** Acquire information using available resources to describe continuing education for related programs in a specific occupation.

**Pre-Test** (Same as Achievement Indicators)

| The learner: | Yes | No |
|---|---|---|
| 1. Described the types and sources of related continuing education for the appropriate occupation and/or advancement within the career ladder associated with the occupation - | ___ | ___ |

**References & Resources**

Dictionary of Occupational Titles

**DUTY/TASK NUMBER** K15

## Student Learning Activities

1. Research, catalogs, DOT, books, magazines and MOIS to identify continuing education requirements of an occupation.
2. List related continuing education programs of specific occupations.
3. List admission requirements for particular programs in health occupations.
4. List course offerings for 2-3 health occupations.
5. Assess institutions offerings with individual needs using criteria developed during a classroom discussion.
6. Visit a health program in an institution of your choice.
7. Make contact with program director and/or admissions officer and interview him/her about admission requirements.
8. Secure financial aid information needed to fund continuing education.
9. Demonstrate proficiency on a quiz related to this task.

## Teacher Activities

1. Provide catalogs, books, magazines, DOT for students.
2. Demonstrate how to use the resources and references.
3. Arrange for placement officer-counselor, and health professionals as speakers.
4. Discuss results of visitations, searches, etc. with student.
5. Arrange for a financial aids officer to meet and discuss offerings with student.
6. Give the students a quiz related to this task and evaluate the results.

**DUTY/TASK NUMBER** K15

| Tools and/or Equipment | Conditions |
|---|---|
| Computer terminal<br>Telephone<br>Microfiche | Given a situation where a student will describe continuing education for related programs in a specific occupation<br>Given a situation where a student is interested in acquiring knowledge concerning continuing education for related programs in a specific occupation |

**Criteria** Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

# Curriculum Worksheet

Duty No. K
Task No. 16

**Duty**

Acquiring Employability Skills

**Task**

Employ procedures using available resources to terminate a job.

**Pre-Test** **(Same as Achievement Indicators)**

The learner: Yes No

1. Described procedures and practices for terminating a job - ____ ____

**References & Resources**

Employability Skills Module - MDE/V-TES Tip Sheet #10

DUTY/TASK NUMBER K16

## Student Learning Activities

1. Read and discuss assigned references and resources.
2. Write a letter of resignation.
3. Role-play an exit interview.
4. List reasons for terminating a job.
5. List actions to be taken when one is laid-off.
6. List actions to be taken when one is fired.
7. Role-play a request for letter of reference.
8. Write yourself a letter of reference.
9. Demonstrate proficiency on a quiz related to this task.

## Teacher Activities

1. Assemble reference materials for students.
2. Provide sample letters of:
   a. resignation
   b. reference
3. Interact with student for role-play activities.
4. Review completed written activities.
5. Give the students a quiz related to this task and evaluate the results.

**DUTY/TASK NUMBER** K16

| Tools and/or Equipment | Conditions |
|---|---|
| | Given a situation where job termination is required |

**Criteria** Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

# STUDENT ACHIEVEMENT RECORD

## HEALTH CLUSTER

**STUDENT** ____________________

**INSTRUCTIONS:**

Mark each student's level of competence according to the following guide:

| LEVEL | GUIDE |
|---|---|
| 1 | Student has been exposed to task |
| 2 | Task accomplished with assistance |
| 3 | Task accomplished to criteria by student on their own |
| 4 | Ability to teach or demonstrate the task to others |

| TASK | LEVEL | DATE |
|---|---|---|
| A. PERFORMING DIAGNOSTIC PROCEDURES | | |
| 1. Measure a temperature to determine a client's body heat. | | |
| 2. Assess a radial, brachial, carotid, femoral and/or pedal artery pulse. | | |
| 3. Auscultate an apical pulse. | | |
| 4. Assess respirations to determine the rate, rhythm and depth. | | |
| 5. Measure blood pressure. | | |
| 6. Collect a specimen of body discharge. | | |
| 7. Label a specimen | | |
| 8. Route a specimen to assure the delivery of the specimen to the appropriate department. | | |
| 9. Perform routine biochemical tests to test a urine specimen. | | |
| 10. Test urine specimen. | | |

| TASK | LEVEL | DATE |
|---|---|---|
| A. PERFORMING DIAGNOSTIC PROCEDURES (con't) | | |
| 11. Test a stool specimen biochemically. | | |
| 12. Assist a physician to perform routine physical examination. | | |
| 13. Measure body weight. | | |
| 14. Measure body height. | | |
| 15. Clean a microscope. | | |
| 16. Spread a drop of an individual's blood on a slide. | | |
| 17. Stain a slide of blood. | | |
| 18. Streak a culture plate to isolate microorganisms. | | |
| 19. Spread suspension of microorganisms to prepare a slide for microscopic examination. | | |
| 20. Stain a slide. | | |
| 21. View slides of cells to identify characteristics of cells. | | |
| 22. Mix blood with chemicals to determine the ABO type. | | |
| 23. Measure a dry weight of a chemical to obtain a designated amount of the chemical. | | |
| 24. Mix chemicals to prepare a solution. | | |
| 25. Operate a centrifuge. | | |
| 26. Solve a mathematical equation. | | |
| 27. Manipulate mathematical data to solve a mathematical problem. | | |
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| B. PERFORMING ACTIVITIES RELATED TO OBSERVING/ RECORDING/REPORTING/PLANNING | | |
| 1. Introduce self. | | |
| 2. Greet individuals. | | |
| 3. Route mail or gifts. | | |
| 4. Place a call using a telephone. | | |
| 5. Answer telephone. | | |
| 6. Schedule appointments. | | |
| 7. Obtain information to identify a client's needs or request promptly. | | |

| TASK | LEVEL | DATE |
|---|---|---|
| B. PERFORMING ACTIVITIES RELATED TO OBSERVING/ RECORDING/REPORTING/PLANNING (con't) | | |
| 8. Broadcast information to channel information to a client. | | |
| 9. Notify appropriate persons to channel client concerns/complaints. | | |
| 10. Interview clients to identify health needs/problems. | | |
| 11. Interview a client's family and/or friends. | | |
| 12. Interact with clients, regardless of age, sex, race, religion, or marital status. | | |
| 13. Explain a procedure. | | |
| 14. Identify a client's health needs/problems. | | |
| 15. Interact with health care personnel. | | |
| 16. Compile client records/charts. | | |
| 17. Chart treatments. | | |
| 18. Chart information relevant to a client's health needs. | | |
| 19. Chart recurrent data. | | |
| 20. Graph vital signs. | | |
| 21. Monitor access to a client's chart. | | |
| 22. Post a client's diagnostic reports. | | |
| 23. Record information to document an incident in a clinical area. | | |
| 24. Search a client's Kardex. | | |
| 25. Evaluate equipment. | | |
| 26. Report service/repair needs. | | |
| 27. Write an insurance request. | | |
| 28. Perform procedure to admit a client to a clinical area. | | |
| 29. Secure a client's valuables. | | |
| 30. Perform procedure to transfer a client from one designated area to another. | | |
| 31. Perform a procedure to discharge a client from a clinical area. | | |

| TASK | LEVEL | DATE |
|---|---|---|
| B. PERFORMING ACTIVITIES RELATED TO OBSERVING/ RECORDING/REPORTING/PLANNING (con't) | | |
| 32. Prepare a roster. | | |
| 33. Perform post mortem care. | | |
| 34. Report unethical behavior of others. | | |
| 35. Report illegal behavior or others. | | |
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| C. PERFORMING ACTIVITIES RELATED TO SAFETY | | |
| 1. Instruct a client receiving oxygen therapy about safety precautions to follow. | | |
| 2. Secure siderails in place. | | |
| 3. Restrain a client. | | |
| 4. Cover a client. | | |
| 5. Identify a client to locate the correct client for any specific purpose. | | |
| 6. Perform aseptic handwashing techniques. | | |
| 7. Perform safety measures to assure the physical safety of a client and others. | | |
| 8. Prepare a room. | | |
| 9. Perform safety measures to protect self and others from hazards of radiation. | | |
| 10. Clean instruments/equipment. | | |
| 11. Package clean equipment, instruments and supplies. | | |
| 12. Sterilize packaged supplies, instruments, and culture media. | | |
| 13. Handle sterile items. | | |
| 14. Apply disinfectant. | | |
| 15. Handle sterile items. | | |
| 16. Place a client in isolation. | | |
| 17. Put on isolation apparel. | | |
| 18. Remove isolation apparel. | | |
| 19. Bag specimens, linens, or dry waste materials. | | |
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| TASK | LEVEL | DATE |
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| D. PERFORMING ACTIVITIES RELATED TO NUTRITION/ ELIMINATION | | |
| 1. Position tubing attached to a client. | | |
| 2. Measure all fluid intake. | | |
| 3. Measure all fluid output. | | |
| 4. Document fluid intake/output of a client. | | |
| 5. Develop a diet. | | |
| 6. Serve a food tray. | | |
| 7. Position a client for eating. | | |
| 8. Arrange food on a tray. | | |
| 9. Assist client with feeding. | | |
| 10. Assist a client to eliminate wastes. | | |
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| E. PERFORMING ACTIVITIES RELATED TO HYGIENE/PERSONAL CARE/COMFORT | | |
| 1. Instruct a client in proper oral hygiene. | | |
| 2. Assist a client to perform oral hygiene. | | |
| 3. Swab the oral cavity of a client. | | |
| 4. Assist with denture care of a client. | | |
| 5. Store dentures of a client. | | |
| 6. Inspect the skin of a client. | | |
| 7. Bathe a client. | | |
| 8. Rub the back of a client. | | |
| 9. Clean fingernails/toenails to promote a client's hygiene. | | |
| 10. Trim fingernails/toenails to promote a client's hygiene. | | |
| 11. Comb/brush hair of a client. | | |
| 12. Assist in undressing a helpless or weak client. | | |
| 13. Assist in dressing a helpless or weak client. | | |
| 14. Change a bed. | | |
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| TASK | LEVEL | DATE |
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| F. PERFORMING ACTIVITIES RELATED TO TRANSPORT/ TRANSFER/POSITIONING | | |
| 1. Adjust a hospital bed. | | |
| 2. Move a client into different positions. | | |
| 3. Support weakened or paralyzed joints of a client. | | |
| 4. Transfer a client from a bed or chair to a wheelchair. | | |
| 5. Transfer a client from a bed to a stretcher. | | |
| 6. Operate a wheelchair or stretcher. | | |
| 7. Pull a client to a standing position. | | |
| 8. Support an ambulating client. | | |
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| G. PROVIDING ACTIVITIES RELATED TO EXERCISE. | | |
| 1. Instruct a client to perform active range of motion on all joints. | | |
| 2. Perform passive range of motion to maintain maximum joint mobility. | | |
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| H. PROVIDING THERAPEUTIC TREATMENTS | | |
| 1. Apply non-medical topical ointments to treat excoriated or abraded areas on a client's skin. | | |
| 2. Perform preoperative care to prepare a client for surgical procedure. | | |
| 3. Perform routine postoperative care. | | |
| 4. Apply heat to promote increased circulation. | | |
| 5. Apply cold to reduce metabolism, circulation, or edema in an area of a client's body. | | |
| 6. Instruct a client to clean the lungs of secreations. | | |
| 7. Administer a douche to irrigate the vagina. | | |
| 8. Assist with a dressing change. | | |
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| I. PERFORMING BASIC EMERGENCY MEASURES | | |
| 1. Apply bandages. | | |
| 2. Apply a tourniquet. | | |

| TASK | LEVEL | DATE |
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| I. PERFORMING BASIC EMERGENCY MEASURES (con't) | | |
| 3. Apply direct pressure to a wound. | | |
| 4. Apply direct pressure to a pressure point. | | |
| 5. Perform cardiopulmonary resuscitation. | | |
| 6. Position a faint client to revive the client's full consciousness. | | |
| 7. Administer spirits of ammonia to revive a faint client. | | |
| 8. Prepare an antidote to treat a poisoned client. | | |
| 9. Treat a burn. | | |
| 10. Describe methods to induce vomiting to prevent absorption of an ingested poison. | | |
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| J. PERFORMING ACTIVITIES RELATED TO SUPPLIES/ MATERIALS/EQUIPMENT | | |
| 1. Store supplies and materials. | | |
| 2. Obtain equipment and supplies to treat a client. | | |
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| K. ACQUIRING EMPLOYABILITY SKILLS | | |
| 1. Investigate employment information. | | |
| 2. Identify significant factors to determine the requirements of an occupation. | | |
| 3. Acquire wage information. | | |
| 4. Identify significant non-wage job characteristics. | | |
| 5. Acquire information to describe local, regional, and national employment opportunities for an occupation. | | |
| 6. Acquire information to describe the career ladder associated with an occupation. | | |
| 7. Compare personal criteria. | | |
| 8. Prepare a resume or data sheet. | | |
| 9. Write a letter. | | |
| 10. Complete an employment application. | | |
| 11. Dress in appropriate attire. | | |

| TASK | LEVEL | DATE |
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| K. ACQUIRING EMPLOYABILITY SKILLS | | |
| 12. Interview for a job. | | |
| 13. Describe personal assets and interests. | | |
| 14. Resolve conflicts. | | |
| 15. Acquire information. | | |
| 16. Employ procedures to terminate a job. | | |
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# CLASS ACHIEVEMENT RECORD

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